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## ABSTRACT

Covering the time period of July 1974 through June 1975, the second interim report summarizes the activities of a K-12 career education project conducted in the Grayson County schools in Texas. Each of the project components reports on the year's activities. On the elementary or occupational awareness level, the staff worked with classroom teachers, helping them to integrate career into the daily lesson planning. At the junior high level, the project-developed occupational investigation curriculum was used, along with films, field trips, and resource speakers, to orient the students in five job classification under each of the 15 occupational clusters. The guidance staff conducted group sessions in career guidance, focusing on self-awareness, value clarification, vocational information, and job-seeking skills. By the end of the school year more interest in the program was being shown as demonstrated by increased participation in workshops and other project-sponsored activities. More than one-half of the report is taken up with the third party evaluation of the project. (Author/NJ)

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## INTERIM REPORT

Project No. V361070  
Grant No. OEG-O- 73 - 5309  
COORDINATED EFFORT FOR CAREER EDUCATION

Exemplary Project in Vocational Education  
Conducted Under  
P.L. 90-576, Title I, Part D

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July 1, 1975

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## Summary of the Report

This is the second interim report of the project, and covers the time period July 1, 1974 to June 30, 1975.

The general objectives for this project were to acquire and/or develop the resources necessary to provide for the educational experiences needed by a majority of students to (1) become aware of the world of work; (2) make meaningful and informed career choices; (3) prepare for that career choice.

In order to carry out these basic objectives, each component had its objectives as outlined in the body of this report. The personnel and procedures used to achieve these objectives were:

1. Planning and Implementation - The Project Director, an assistant to the Director, and a secretary were to direct the program, promote good public relations between the project and the schools, and keep the project moving forward. However, the assistant took a teaching position with the college during the first semester and because of the distance she had to travel, the original secretary resigned to take a job near her home.
2. Occupational Awareness (K-6) - Five personnel were funded by TEA and one by HEW. Each of these six staff members worked with the teachers in five to seven schools on a one school per day basis. Their goal was to continue to help the classroom teachers integrate careers into their daily lesson planning so that the students would be the recipients of this career knowledge. Table 1 gives the breakdown of schools and students served by this component.
3. Occupational Investigation - Using their curriculum that was written by CECE, two teachers continued their teaching in seven different schools throughout the year. Many aids such as films, filmstrips, field trips and resource speakers were used to orient the students in five job classifications under each of the fifteen occupational clusters. Most eighth grade students in the rural schools were required to take the orientation course. Four rural and two urban school districts furnished their own Investigation program.
4. Exploration - Riding the crest of school acceptance because of the 'hands-on' experiences, the four exploration teachers expanded their teaching stations from 4 to 11 schools. This meant that each teacher taught one or two classes in two or three different secondary schools each day. In this set up, not all freshmen of

the county were able to take this course, but most secondary school students were 'exposed' to Career Exploration through the Exploration classes.

5. **Intensive Group Guidance** - This component consisted of three vocational counselors who worked with teachers and students in twelve high schools. During the first semester of the year they gave the GATB to more than 1,000 freshmen. The second semester was spent working with 'small' groups of junior and senior age students as well as interpreting the GATB to the freshmen. Job shadowing was implemented during the latter part of the year, thus making it possible for students to actually get 'on the job' experiences with professionals.
6. **Placement and Follow-up** - The Placement and Follow-up director began the second of a five year study of the 'leaving school' students in the county. At the beginning of the second semester, the director decided to finish her masters degree. She resigned and the project director assumed the leadership for this component. The high point of the year came on May 1, 1975 when Career Day was held for the graduating seniors of the county.

An extra effort was made to keep the CECE staff informed of the many activities of the project. Copies of all correspondence were zeroxed and given to the members. In addition, other activities were:

- a. publishing of a monthly newsletter telling of staff and school 'doings',
- b. continuing of the weekly staff meetings,
- c. T.F.A. and H.E.W. seminar orientation meetings,
- d. in-service meetings with the different schools,
- e. career education Steering Committee meetings, and
- f. work shops of interest to staff members and county school personnel.

By the end of the year, more interest by the school personnel had begun to show. Many teachers were asking for help in the career fields. At one of the workshops on 'value clarification' forty seven school people attended. Nearly all the school administrators participated in Career Day. Students have begun to realize that there are career 'choices' rather than 'having to go' into a certain field.

The graduate college credit course on career education sponsored by CECE was taught by Dr. Robert Smith of East Texas State University. Dr. Smith shared his knowledge of the career field with twenty six administrators and teachers who took the course.

Even though the third party evaluators were chosen late due to a 'hold' by H.E.W. on selecting them, pre and post tests were given to designated sample classes. The low bidder was the Educational Evaluations and Related Services firm from Denton, Texas who did the first year evaluation. A copy of the report is enclosed.

## PLANNING AND IMPLEMENTATION

## 1. Program Introduction

The Coordinated Effort for Career Education (CECE) was one of three funded Part D programs in Texas. Beginning with an awareness component from Part C funds; the project has now completed its second year with six components, a staff of 21 personnel working in twelve school districts, a parochial school and a junior college, and a renewed zeal to sell Career Education to all in the county.

The planning for this undertaking had to be done by the director, acting as a liaison person between the staff, the public schools and the college. As in the first year, much of the director's time was taken up in planning, implementing and evaluating the CECE project on both a research and operational basis.

## 2. Objectives and Analysis

The basic objective was the one stated in the original proposal, namely:

The Director of Coordinated Effort for Career Education will continue the planning and implementation of the project following the principles of public administration.

Beginning with a 2 day county orientation in-service meeting this year, the director's time was spent in such activities as:

- a. Hiring and filling vacancies in staff positions.
- b. Meeting with school administrators to carry out the CECE program.
- c. Arranging for the printing and distribution of the CECE cluster book 'An Analysis of Fifteen Occupational Clusters Identified by the U.S. Office of Education.' Over 2,400 books have now been printed.
- d. Meeting with the CECE Career Advisory Committee to keep them informed about the project and receiving input from them for the program.
- e. Attending H. E. W. workshop in Dallas (August 1974), T. E. A. in Austin (November 1974) and a National Coordinating Conference of Part D programs in Dallas (January 1975).
- f. Selecting third party evaluators according to guidelines set out by Development Associates, Inc.



g. Visiting schools with H.E.W. and T.E.A. representatives to evaluate how well the CECE program was being accepted.

h. Sponsoring an Administrators' In-service Day on the college campus and a two/day 'values clarification' conference on the West Campus for public school personnel.

i. Arranging in-service training for CECE orientation personnel by Region XI teacher, Mr. Witherspoon (October, 1974).

j. Working with school administrators in arranging classes, scheduling time periods and setting up programs in the teaching components, and

k. Carrying on other activities that keeps the CECE staff progressing forward with Career Education.

### 3. Conclusions and Recommendations

The second year of the project has met with much success as far as implementing career education in the county. Many have been made aware of the project's purpose and have begun to give their support to the program. This has been a tedious job, but one that has begun to show good results. It is our aim to see that after one more year, career education will be self sustaining in Grayson County.

A major recommendation is that the Planning component be allowed to concentrate maximum efforts working with those who (after two years) know about and are willing to help spread the 'world of work' in the county.

## OCCUPATIONAL AWARENESS

## 1. Program Introduction

The career awareness K-6 project started its third year in refocusing elementary school curriculum toward career education by providing a program that met the needs of STUDENTS IN THE WORLD OF WORK. This system was provided by six consultants (K-6), working in 36 elementary school buildings in Grayson County during the 1974-75 school year. (Refer to Table I).

## 2. Objectives and Analysis

Each of the original project objectives is stated with an analysis of the objective.

Objective I. --- To develop occupational awareness as a part of the instructional program of the elementary school.

Handouts were developed by the consultants for the 506 teachers that were included in the project. Consultants assisted teachers in developing bulletin boards and other displays to draw attention to career education as it relates to the instructional program. Instructional involvement has varied from teacher to teacher, school to school, and among consultants. The chart, Activities Report and Program Area Summary shows some of the involvement of teachers with the career education program. (See Table 2.)

Objective II. --- To help teachers and other school personnel collect, interpret, and use occupational information to develop career awareness.

Information collected in the 1974 survey of industry in Grayson County was compiled in book form and distributed to each school. This resource survey was used to help teachers plan off-campus learning experiences and served as a guide for possible resource speakers. Included in this directory was a section on 'How to Use Community Resources,' 'How to Plan a Career Tour,' 'How to Use a Community Resource Person in the Classroom,' and 'How to Build a Local Resource File.' In addition, handouts (puzzles, How To's, literature, games, etc.) were distributed to each teacher. Total career curriculum guides, such as 'Bread and Butterflies' were discussed with teachers and principals. Ways these materials could be incorporated into the existing curriculum were discussed and demonstration lessons conducted. Consultants were always available to discuss Career Awareness with teachers.

TABLE I

## BREAKDOWN OF SCHOOLS SERVED

	A. Aleman	B. Borton	B. Neely	E. Hitt	P. Stewart	A. Runnels
Number of School Districts	5	2	1	4	4	2
Number of Schools	7	5	5	5	5	5
Number of Campuses	7	5	6	6	6	5
Number of Teachers	85	52	63	120	110	95
Number of Students	1,600	1,100	1,260	1,550	2,000	1,900

TABLE II  
ACTIVITIES REPORT  
PROGRAM AREA SUMMARY

Reporting Period: July, 1974 to June 30, 1975

Program Area                      Occupational Awareness

<u>Type of Activity</u>	<u>No.</u>	<u>Percentage</u>
Field Trips	109	9
Teaching Aides	326	26
Resource Speakers	98	8
Teacher Conference	440	35
Support Personnel Conference	137	10
Assembly Program	7	*
Survey Business and Industry	19	*
Speaker Public School	24	*
Speaker Business and Industry	8	*
Speaker Parent and Community	8	*
Speaker Group	2	*
Demonstration - Unit Teaching	61	4
Regional and State Conference	0	*
Administering/Interpreting Tests	35	3
Other	10	*

\*Less than

Objective III. --- To develop processes of self-awareness and self-analysis so that teachers may help students develop a clearer perception of themselves as they work toward full career potentials.

Activities relating to self-concept were developed for use by interested teachers. Outside consultants were brought in for two workshops dealing with values clarification. Decision making processes were stressed. These workshops were held during school time and because of this, few teachers attended; however, the schools were represented by elementary administrators, counselors and awareness consultants. Materials from these workshops were taken back and used by teachers.

Objective IV. --- To provide teachers with materials and methods for student role-related experiences based on job and social changes and growth needs from which eventual career choices can be made.

The monthly newsletter, 'The Compass,' made available to all elementary teachers in Grayson County, provided a needed and refreshing involvement and direction in career education. The sharing of many career related activities suggested by the teachers was most effective.

The career education class sponsored by C. E. C. E. and taught at Grayson County College for all interested teachers in Grayson County was of benefit to those who completed it. Approximately 23 teachers enrolled and completed requirements for the course.

Objective V. --- To develop pre-test and post-test for administration to students to determine the extent to which the objectives of the career awareness component of the project have been accomplished.

Pre-tests and post-tests were given to first, third, and sixth graders in most of the school districts in Grayson County. 'The Awareness Inventory,' developed by Harlandale Independent School District was used for first and third grades. 'Career Education Test Guide,' developed by Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, was used in testing sixth graders. A copy of each instrument is attached to this report.

The Awareness Inventory was developed in the Harlandale Independent School District and used by the Corpus Christie project. The instrument was developed for K-2. We are using the Awareness Inventory 1-3. The inventory consists of 26 items. Each item has a set of four pictures. The students were instructed to make the picture that best answered the

the question that was read aloud by the consultant.

Local norms were established for Grayson County. The population was the total elementary population of grades 1 and 3 in Grayson County schools served by the awareness component of C.E.C.E. A mean score was determined for the awareness inventory. (Refer to Table III.)

Objective VI. --- Introduce information about clusters of occupations and to relate these to educational preparation.

A continuation of the use of cluster materials was carried out.

Objective VII. --- To plan and help expedite field trips that are occupationally oriented. See Table IV for list of places visited.

Objective VIII. --- To coordinate and facilitate the use of resources, personnel, and media available in Grayson County and the communities of each school involved.

The six consultants worked in a coordinated team effort to mobilize the resources of Grayson County. See Table V for breakdown of consultant activities with percent of time devoted to each activity.

### 3. Conclusions and Recommendations

#### Major strengths

- a. Flexibility of schedule because of the nature of the work and lack of common calendar, the consultants did not adhere to a rigid schedule - thus, innovation was encouraged.
- b. Involvement of industry - this is a carryover strength that was reinforced and strengthened in the 1974-75 school year.
- c. Personnel - all consultants remained with the project and assigned campuses throughout school.
- d. Coordination of ideas - consultants shared ideas and materials and worked together in planning and carrying out projects.
- e. Experience - consultants capitalized on experiences of previous two years.
- f. Testing - pre-tests and post-tests were administered to determine the effectiveness of the career awareness component.

TABLE III

Number of Students	Pretest		Posttest		Difference
	Mean	S. D.	Mean	S. D.	
100 - 1st grade	19.57	3.588	22.00	3.432	2.4
100 - 3rd grade	19.17	3.415	22.17	3.291	3.0
100 - 6th grade	27.04	5.596	28.53	6.113	1.5



# TABLE IV

## Field Trips

Denison Fire Department  
Power plant at Denison Dam  
Denison ITV station  
Water purification plant,  
Randell Lake  
Eisenhower's Birthplace  
First State Bank of Denison  
Armstrong's farm  
Piggly Wiggly  
Vavara Bakery  
Kroger Food Stores  
Anderson's Slaughter  
Municipal Airport  
Sherman Public Library  
Coca Cola Bottling Co.  
KXII TV  
Heard Museum

Cooke County College  
Grayson County College  
Local Banks  
Southern Paint Company  
Grayson County Airport  
Miracle Gardens  
Denison Police Department  
Sherman Fire Department  
Sherman Police Department  
General Telephone  
Sherman Post Office  
Denison Post Office  
National Supply Company  
Bells Fire Department  
Tom Bean Fire Department  
Collinsville Fire Department

TABLE V  
PERSONNEL SERVED

<u>Activity</u>	<u>Number</u>	<u>Percentage</u>
Teacher Contacts	4,128	36
Teacher-aide Contacts	301	2
Administrator Contacts	279	2
Support Personnel	127	*
Volunteers and Parents	32	*
Students	6,567	57
ESC and TEA	0	*
Business - Industry Personnel	105	*
TEC - Chamber of Commerce	23	*
Other	10	*

\*Less than 2%

MAN HOURS

	<u>Percentage</u>
Travel	20
Preparation Follow-up	38
Consulting	42

- g. Coordination among all components of project - at weekly staff meeting each component was given the opportunity to share current activities with other components.
- h. In-service - meetings were held with advisory committee, school administrators, and teachers (at individual building staff meetings) to explain the role of consultants in career education and reinforce career education concepts.
- i. Efforts were concentrated on committed teachers and schools.
- j. Diversity - diversity of the consultants' backgrounds enabled the consultants to act as resource people to other consultants.

### Major Weaknesses

- a. Did not attend any conferences there. We did not have any input as to what other projects were doing throughout the state.
- b. Media - Media was limited due to the procedures involved.
- c. Calendar - Operating without an official calendar. Due to the independent nature of each school district, there was confusion as to holidays.
- d. Lack of commitment on the part of administrators - with no authority to implement career activities, acceptance of career education on the part of some teachers is still lacking.
- e. Lack of contact with curriculum coordinators and other administrators resulted in consultants not being permitted to assist in analyzing current instructional programs, teaching materials and/or textbooks.

### Recommendations to improve the Occupational Awareness program.

- a. Provide work area for consultants in each building.
- b. Monthly newsletter be continued.
- c. Monies be made available to bring resource people in from other projects to participate in an all-county workshop.
- d. Monies made available for consultants to attend conferences and visit other projects.
- e. Stipend provided for teachers to attend sponsored workshops.

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f. More money for travel.

g. Consultants take full advantage of all opportunities to present programs on career education, such as, PTA and civic organizations.

## OCCUPATIONAL INVESTIGATION

## 1. Program Introduction

Webster defines 'Investigation' as a detailed examination or search to uncover facts and determine the truth. In reference to C.E.C.E., an appropriate definition would be the detailed examination of career information to uncover facts about occupations and the application of those facts to the individual.

An Investigation class should provide students with appropriate opportunities to observe and study in a systematic manner a variety of careers. These investigations by students should build upon the awareness of the world of work that is begun and sequentially developed in kindergarten and elementary grades. The investigation should also serve as a bridge to the high school program of (1) exploration in occupations and careers in grades 9-10 and (2) preparation for employment or for advance preparation for careers in grades 10 through 12. In the middle school, students are involved in a variety of investigative activities concerning self and career.

The program provides at an academic level a system that familiarizes the participating student with five jobs under each of the 15 occupational clusters. The knowledge obtained by the student includes such characteristics as duties, working conditions, salaries, entry requirements, and related occupations; etc. This system gives opportunity for the student to work on his own, as well as within the peer group and on a one to one basis with the instructor through use of films, film strips, and slides; research, individual and class projects, and final reinforcement of classroom learning through resource people, field trips, and interviews.

## 2. Objectives and Analysis

The original objectives will be stated with an analysis of how well each objective was met by the project. At the end of the eighth grade year the student:

Objective I. --- Will have obtained knowledge of several major careers associated with the various subject areas studies.

This objective was fully attained by the project. Pretest - posttest data indicate that students made significant gain in the cluster identification section. This objective was accomplished through the use of a multi-media system reinforced with resource people and field trips which exposed the students to the different occupations within the 15 occupational clusters. The student gained knowledge about different job responsibilities, working conditions, salaries, and requirements for employment. Special attention was given to relating

entrance requirement to educational achievement.

Objective II. --- Will be aware of their own values, interests, educational achievements, and aptitudes.

The staff feels that objective II was obtained. The students, to a great degree, did become aware of their own values, interests and educational achievements for their own eighth grade level at this period in their lives and were made aware of the need to continue to be open to self-awareness.

We failed to establish an individual student 'aptitude' primarily because testing does take place at a higher level than the eighth grade, instigated by the counseling component.

Objective III. --- Will have prepared a tentative high school educational plan best suited to their individual needs and desires.

This objective was partially met by the project. The objective has little value to the students faced in the rural schools by the project staff. These schools do not have facilities for training students for 'gainful employment.' The curriculum offered consists of English, social studies, math, agriculture, and homemaking. Electives outside these categories seldom exist. Further, there is little or no opportunity for them to travel to the 'Area Vocational School.'

### 3. Conclusions and Recommendations

The Occupational Investigation program was successful with the following strengths:

- a. Developed an instructional program with major emphasis on jobs within the 15 occupational clusters based on a multi-media approach reinforced with resource people and field trips.
- b. Implemented test for measuring student achievement in occupational investigation.

The major weaknesses of the program was:

- a. Inability to implement completely objective III as stated in the original proposal.

Recommendations for the improvement of the Occupational Investigation program are:

- a. Due to the public schools going on the quarter system, our Investigation classes will be 36 weeks in duration. This calls for even more careful planning in order to adequately cover the 15 clusters plus the self-awareness unit, and still make the course meaningful and interesting to the students.
- b. With the program being given more recognition and interest in the communities by parents, teachers, and the general citizenry, we recommend a concentrated public relations and information effort using the community resources and students as a source to disseminate the information.
- c. It is our recommendation, due to questions that are no longer relevant to current employment practices, that we revise the pretest - posttest currently used.

We feel that the people of the communities (both professional and non-professional) are becoming more aware and interested in our program. This has been evident in their concern and willingness to help with field trips, speaking engagements, and materials they have made available to our classes.

The coming year should provide an even greater opportunity for Investigation students to utilize the knowledge and materials available to them about the world of work.



## EXPLORATION

## 1. Program Introduction

Occupational Exploration completed its second full year during the 1974-75 project year. Four professionals worked with an average of 325 students per month during the project year. The first year, the exploration section served only four schools in the county, each teacher remaining in a school nine weeks, teaching an average of four sections. This past year, the exploration section served all of the districts in Grayson County except Sherman and Bells. This required each teacher to travel between two or three schools daily, teaching a maximum of two classes in any one school.

The major activity of this component, in spite of the change in the number of schools, remained the same: to provide staff, materials, and equipment allowing students an opportunity to explore an occupational field of their choice. This activity was fulfilled by:

1. Providing laboratory experiences for students in the four specific career fields utilizing 'hands-on' experiences.
2. Providing cognitive drills that paralleled the hands-on experiences.
3. Providing career information about the fields being explored to interested students.

## 2. Objectives and Analysis

Objective I. --- To provide laboratory experiences in a specific career field or occupational cluster.

The staff feels this objective was fully met. Activities in each of the four clusters, Fine Arts and Humanities, Health Occupations, Business and Office Occupations, and Communications and Media, were more than adequate to give the students meaningful experiences. Activities included such projects as: a simulated office-clerical project; a bookkeeping project; movie making using sound-on-film technique; printing and publishing a newspaper; blood typing; use of 'Resusi-Ann' insimulated cardio-pulmonary resuscitation; poster-painting; and creating cartoon-slide presentations.

Objective II. --- To provide 'hands-on' experiences for exploration instead of job skill development.

Administrators find it difficult to understand that the staff is not teaching a skill. However, students accept the idea readily that this is for their own self-enlightenment, and the staff feels that this

objective has been more than adequately met.

Objective III.---To provide experiences in both the cognitive and manipulative, or 'hands-on' area, required by the occupations in career fields being studied.

Pre-post tests given by the various staff members indicate that students knowledge about the various fields increased.

Objective IV.---To allow students to experience both failures and successes in the laboratory experiences being either penalized or rewarded with grades.

Generally the staff took the approach that the students would be given a grade for attempting each 'hands-on' experience, or project. Students were encouraged to evaluate their own activities, and since the activities were carried on in the classroom setting peer pressure was a factor. Some students became aware that desire and patience were attributes that often prevailed over talent, though these were not mutually exclusive. Students were not penalized for lack of ability. It must be pointed out that most of the school districts the project is in require grading in some sort of traditional manner.

Objective V.---To inform students about the many and varied careers available that could be related to the different 'hands-on' experiences.

The staff feels this objective was fully met. Different staff members have used varying techniques, running the gamut from the 'directed' or teacher-oriented technique, to the 'discovery', or learner-oriented style. All met with fair to good success. Research of literature available detailing such information included career kits, the government's DOT, the government's Occupational Outlook Handbook, and Grayson County College's Analysis of the Fifteen Occupational Clusters. The staff's own pre-post tests over this information reveal a reasonable increase in the students' knowledge, and the staff feels that students will retain, at least, the origin of the knowledge.

Objective VI.---To provide pre-tests and post-tests to determine the effectiveness of instruction.

Each staff member has developed his own tests over the past two years, individually administering them, changing them as needed, based on the evolution of the program. This year, each staff member gave the Career Education Test Guide Grades 7-9 Form A developed by the Minnesota Research Coordinating Unit for Vocational Education.

This is a standardized general information test and although when used as a pre-post test might reveal changes in attitude or the progress made through the entire eight through twelfth grade program, the staff felt that it was not related to specific fields of exploration, such as Health Occupations or Business and Office Occupations. Due to the changing nature of any of the fields such as these, the staff doubts the feasibility of any 'standardized' pre-post test.

**Other Activities:** Other major activities, outside the area of providing 'hands-on' activities, included:

1. Arranging/conducting field trips.
2. Supplying teaching aids for other teachers within the districts served.
3. Securing/assisting resource speakers.
4. Speaking by staff members to such groups as faculty, PTA, and civic organizations.

### 3. Conclusions and Recommendations

Most of the weaknesses of the program that surfaced during the first year's activity have been, or are being, corrected. Staff members are developing adequate tests. For the most part, curriculum is complete for the four areas, and in some cases, has been revised, based on the second year's experience. Staff members have emphasized 'hands-on' experiences, rather than information, to avoid duplicating activities carried on by the eighth grade 'Investigation' classes. Administrators are gradually becoming aware of the overall concept, and a great deal of leniency has been shown to staff members by these administrators in the area of assigning grades. Generally the staff is optimistic about activities during the coming school year. Some of the areas the staff feels need improvement are:

- a. Recognition by administrators that 'exploration' is a laboratory class. The staff feels there has been improvement in this area, but not complete acquiescence.
- b. Involved in this 'awareness' would be a 'home room' for teaching exploration, where projects completed by students could be displayed, and where on-going work could be done.
- c. Excessive travel by staff members, which results in 'spreading ourselves too thin.' The staff realizes the economics involved, but still feels that the program would benefit by the addition of at least two additional staff members to teach additional clusters.

d. More flexibility in scheduling, in order to facilitate field trips by interested class members. Often students regard 'off-campus learning experiences' simply as a means to get out of class. If schools would provide study halls for uninterested students (all students are not interested in all areas) then field trips could truly become learning experiences. Some administrators have voiced an interest in this concept, but none have yet seen fit to put it in action.

e. Limiting the program, as it was originally designed, to 9th grade students. Often the staff sees students who are in the 10th or 11th grade put in exploration classes because (a) study halls need to be emptied, and (b) they are told by administrators it will be an easy credit.

In spite of the problems, the staff generally feels the program is successful. Individual school administrators are becoming aware of the concepts behind the program, and are attempting to aid the staff in order to make it work. We, the staff, are looking forward to an even better year during 1975-1976.

## INTENSIVE GROUP GUIDANCE

## 1. Program Introduction

Administer and interpret the General Aptitude Test Battery to all students in Grayson County in grades 9 and 10, to provide small group sessions in intensive career guidance for students in grades 11 and 12, and to coordinate the activities of the school counselors in regard to career guidance by providing in-service training and assistance in perpetuating a career guidance program in their schools were some of the 'workings' of this component.

## 2. Objective and Analysis

Objective I. --- Assist students in grades 9-12 in developing vocational identity by helping each student learn more about his skills, interests, aptitudes and to determine how these relate to the opportunities in the labor market.

The Intensive Group Guidance component administered the General Aptitude Test Battery to 1193 students in grades 9-12 in all 12 schools in Grayson County. The results of GATB was interpreted on an individual basis to the ninth grade students and again to the twelfth grade students in groups utilizing the Vocational Analysis Form.

The guidance staff conducted group sessions in career guidance in nine county schools in grades 11 and 12. The group sessions in some schools were on a voluntary basis while on a mandatory basis in other schools. The curriculum for the group sessions focused on self-awareness, values clarification, vocational information and job-seeking skills. Work exploration was given special emphasis in the curriculum for the twelfth grade students. Work exploration consisted of placing students in a business or industry for one half day to work on a one-to-one basis with a person employed in the job of the student's choice. The jobs ranged from professional jobs requiring one to three degrees to jobs requiring skilled training or on-the-job training. Although work exploration was offered only to the students who wanted to participate, approximately 125 students took advantage of this experience.

Guest speakers from business/industry and field trips were arranged by the guidance staff for teachers who wanted these services to help relate their particular course subject to the world of work. While some teachers felt these services were beneficial and enhanced interest in the subject taught, other teachers did not have time for 'this career education stuff' since they had to cover a specific number of pages from the textbook each day.



To partly fulfill the objective that we work with students on the 13th and 14th grade level, we did individual counseling and tested with GATB. The staff also had Mildred Powell do a two-day value clarification workshop with sociology students. A pre-post test was administered to the students. The interest was focused on doing special research on the topic of social distance. Our interests was to get beginnings of a need assessment which would be useful to career counseling with students in junior college. The projected plans include administering an interest test, interpreting them individually, and assisting in a counseling center with proper materials and proper staffing.

Included in the workshops for county counselors was a two day workshop on value clarification with Dr. Ralph Dahl and Ms. Mayme Porter. The topic was on how to use value clarification strategies in the classroom. Also stressed was how value clarification could be used in the counseling situation. One weekly meeting was a luncheon with Dr. Wendell Keller of Texoma Regional Planning Commission. Dr. Keller spoke on drug and alcohol education.

### 3. Conclusions and Recommendations

From the GATB counseling sessions, the staff found the majority of the students in need of occupational information. The students' expressed occupational preferences usually centered around four occupational clusters. Since we were unable to provide extensive occupational information in the short time that we could allow for each counseling session, we encouraged the students to read and research on their own concerning occupations of interest, pointed them to resource books and helped some students write for additional information. The students were eager to find out about their abilities and often their levels of aspiration tended to be unrealistic.

Many of the students in grades 11 and 12 indicated the group sessions in career guidance were informative and helpful in learning about the world of work. The students that participated in the work experience had a mixed reaction. Many reported a very favorable experience and wanted to do just that type of work. Some were appalled by the prospect of ever doing that type of work. One student became ill while helping a veterinarian and decided he never wanted to be a veterinarian. One school wanted one year of this with all students being exposed to as many job experiences as possible.

The curriculum also contained some materials from the Vocational Group Guidance Service which strongly emphasized developing the ability to make career decisions. The students were usually able to identify with the hypothetical case situations presented in the group



sessions such as excessive absenteeism and unwillingness to communicate with others. The curriculum was also designed to meet the needs of the students who were preparing for college. Speakers representing a four year college and a two year technical/vocational college were invited to the group sessions.

Comments from the counselors concerning the in-service training sessions provided by the Intensive Group Guidance component were favorable. The counselors' evaluations indicated that all workshops and monthly meetings were informative and helpful in providing techniques in vocational guidance and in keeping them abreast of the activities in the county.

## PLACEMENT & FOLLOW-UP

## **1. Program Introduction**

In order to better serve the students in the schools, the Placement & Follow-up director had to spend a lot of time in the schools as well as in the business/industry community. If a position is wanted and available, her job is to 'coordinate' - bringing the two together. However, due to the economic conditions prevailing this year very few jobs have been available.

Other activities of this component, besides helping students obtain work, can be listed as:

- a. Serves as a resource person for academic teachers - relating classwork to the world of work,
- b. Cooperation with local state employment services (TEC) in developing and utilizing employer contacts,
- c. Conducts a Career Day program,
- d. Makes personal visits to local employers to determine employment needs,
- e. Gathers, organizes and distributes occupational information,
- f. Maintains an up-to-date listing of available job openings,
- g. Counsels and prepares students for interviews with employers,
- h. Provides information concerning job openings to students through the school counselors, and
- i. Conducts a follow-up study on every high school student who graduates from school for five years from the date of termination to see what occupation is pursued.

Due to the fact that the Placement & Follow-up director resigned at mid-term to pursue her masters degree, the remaining year's work was assumed by the project director. The work as outlined by the Placement director was continued. Information cards and letters were collected, tabulated, and reports filed on them. The Career day was sponsored by this component and although few jobs were offered, the students were given the opportunity to have interviews with prospective business employers.

## **2. Objectives and Analysis**

The Placement & Follow-up project objectives are stated with a brief statement of each.

**Objective I.---** To provide information for all students as to where they can find jobs, both part-time and full-time, and to provide aid to these students in securing jobs.

Students were given the opportunity to have this information through several means. The Placement director made scheduled trips to talk to the students in the schools. Guidance Counselors were available each week. A Career Day was held on May 1, 1975 in which thirty seven businesses sent personnel to interview the students. A column was placed in each issue of the college newspaper with information from this component.

**Objective II.---** To design an information system to aid the placement office in determining which job will fit each student by utilizing employee and employer information.

This system was completed in the 1974-75 year and used during this year.

**Objective III.---** To upgrade and improve the instructional program of career education in the schools of Grayson County.

The exit information returned by the students on the follow-up forms were used by the director to determine curriculum modification. This was especially helpful to the Guidance Counselors as they worked with the program.

**Objective IV.---** To provide employment aid to out-of-school youth and adults who are enrolled in occupational programs.

This objective had limited success since the main efforts of the Placements Director was focused on working with school age students.

**Objective V.---** To follow-up on every student who graduates or drops out of school before graduation for five years from the date of termination to see what occupation the student pursues.

The second year follow-up of 1973 seniors and first year follow-up of the 1974 seniors was carried forward. Each year this is accomplished through the mailouts and the aid given by the County Counselors.

**Objective VI.---** To record the information so that it can be retrieved by the computer and be analysed yearly.

This objective will be carried out after July 1, 1975, due to the changeover in the component leadership.

**Objective VII.---** To contact each student annually to update this information by use of the mail.

This objective is fully met each year. Cards for next year have already been printed and names are being placed on them. They will be sent out to the 1973, 1974, and 1975 graduates in October.

**Objective VIII.---** To provide alternate means of contacting students if there is no response. (See sample letter)

This is accomplished by letters to parents, telephone calls, County Counselor help, and newspaper coverage concerning this.

**Objective IX.---** To design the forms necessary to gather the data wanted and adapt it to CECE data processing equipment and the computer.

Grayson County College helped us achieve this objective. The forms will be used again next year.

**Objective X.---** To adapt as much of the program to data processing and computer as possible.

This objective was accomplished as outlined above.

**Objective XI.---** To coordinate all placement efforts of vocational counselors, vocational teachers, and other personnel seeking employment for graduating students.

This was accomplished during the 1973-74 and 1974-75 year.

**Objective XII.---** To report to the administration and the Texas Education Agency the results of the study.

Records are being maintained in order to make this report. However, the Placement & Follow-up component was not refunded for the 1975-76 school year and this work will be carried on by the project director.

# Grayson County College

## COORDINATED EFFORT FOR CAREER EDUCATION

6101 HIGHWAY 691

● DENISON, TEXAS 75020

● TELEPHONE 214/786-9355

November, 1974

Dear Parent:

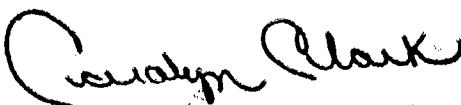
One of the most important members of your family has recently left the public school program. Your help is solicited in trying to improve the chances for young adults in Grayson County to earn a successful livelihood.

The Placement Office of Grayson County's Coordinated Effort for Career Education is conducting a five year follow-up on former students enrolled in the twelve high schools of Grayson County to see what occupation they pursue. On October 11, 1974, a follow-up questionnaire was mailed to a member of your family and as to this date we have not received a reply.

Your cooperation in completing the enclosed postage paid form will enable us to (1) maintain an up-to-date job referral system, (2) see if former students are identifying with sound career goals, and (3) decide if revisions of school curriculum are needed.

Would you please take a few minutes of your time and fill out the questionnaire and return it to us while it's in your hand? No postage is necessary.

Thank you.



(Mrs.) Carolyn Clark  
Director of Placement  
and Follow-up  
Coordinated Effort for  
Career Education

## COLLEGE

1. Mr. ☐ Mrs. ☐ Miss ☐ Last  First  Middle Initial  Maiden
2. Present Address  Number  Street  City  State  Zip Code
3. Sex: Female ☐ Male ☐ Social Security No.
4. Race: Black ☐ White ☐ Mexican American ☐  
American Indian ☐ or other (specify)
5. Did you complete your educational objective at Grayson County College? ☐ Yes ☐ No  
If no, do you plan to re-enter? ☐ Yes ☐ No
6. Give the name of the program (your major) you were enrolled in.
7. Presently enrolled in college? ☐ Yes ☐ No. Name and location of college.
8. Name and address of your employer  Job Title:   
☐ under \$100/week ☐ \$100-\$150/week ☐ \$150-\$200/week  
☐ Over \$200/week  
Is your present job related to your area of Grayson County College training?  
☐ Yes ☐ No
9. Comments:

## HIGH SCHOOL

1. Mr. ☐ Mrs. ☐ Miss ☐ Last  First  Middle Initial  Maiden
2. Present Address  Number  Street  City  State  Zip Code
3. Sex: Female ☐ Male ☐ Age  Social Security
4. Race: Black ☐ White ☐ Mexican American ☐  
American Indian ☐ or other (specify)
5. Name of High School Attended   
Did you graduate? ☐ yes ☐ no
6. If you were enrolled in a voc/ed program give the name of the program
7. Presently enrolled in college? ☐ yes ☐ no  
Name and location of college
8. Name and address of your employer  Job Title  Current wages \$  /wk  
Is your present job related to your area of High School training?  
☐ yes ☐ no
9. List courses other than your general studies which you think were most beneficial to you
10. Comments

### 3. Conclusions and Recommendations

The strengths of the Placement & Follow-up component were:

- a. Established rapport and working relationship with the Grayson County business community, as a result of this 37 business firms were represented at Career Day though fewer job openings were available this year.
- b. Conducted Career Day May 1, 1975. Few jobs were offered the students, but they received valuable training in actually making job interviews.
- c. Obtained exit forms and information on the 1975 seniors.
- d. Conducted second year follow-up on 1973 seniors and 1st year on 1974 seniors.
- e. Served as resource person for schools in the county.
- f. Helped bring the schools and the business/industry community to a better working relationship.
- g. Helped make both schools and community aware of Career Education.

Weaknesses of the Placement component were:

- a. Too large an area to cover by one person.
- b. Energy crisis and economic conditions made job placement almost nil.
- c. County school counselors feel they can do all that is needed in this area - do not cooperate fully.
- d. Twelve schools have too many students for one person to get to know and help all of them find jobs.
- e. Job openings in all twelve communities are hard to coordinate by one person.



EVALUATION  
OF  
COORDINATED EFFORT FOR CAREER  
EDUCATION  
IN  
GRAYSON COUNTY  
1974-1975

Grayson County  
College  
Sherman, Texas

Evaluation By:

Educational Evaluations and  
Related Services  
Dr. Earl McCallon  
Denton, Texas  
June, 1975

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## INTRODUCTION

Staff members of Grayson County College submitted a proposal for a Coordinated Effort for Career Education in January, 1972, to the Department of Occupational Education and Technology, Texas Education Agency. Since this beginning, the Coordinated Effort for Career Education operated with six component projects funded by the Department of Occupational Education and Technology until June 30, 1973. The six components were:

- . Planning and Implementation
- . Occupational Awareness
- . Occupational Investigation
- . Intensive Group Guidance
- . Computerized Vocational Guidance
- . Placement and Follow-up.

During the early spring of 1973, the project staff and staff members of Grayson County College submitted a proposal to the United States Office of Education. The proposal was funded which included:

- . Occupational Awareness which includes refocusing of the Curriculum for Developing Awareness to the world of work and Occupational Orientation with one unit funded by the United States Office of Education and five units funded by the Texas Education Agency
- . Occupational Investigation with two units funded by the Texas Education Agency

- . Occupational Exploration with four units funded by United States Office of Education
- . Intensive Group Guidance with one unit funded by the United States Office of Education and two units funded by Texas Education Agency.

In addition, the Department of Occupational Education and Technology, Texas Education Agency, continued to fund the following:

- . Intensive Group Guidance
- . Computerized Vocational Guidance
- . Placement and Follow-up.

The six components, those funded by United States Office of Education and Texas Education Agency during 1973-1974, provided for 19 professional staff members as follows:

Project Director	1
Occupational Awareness	7
Occupational Investigation	2
Occupational Exploration	4
Intensive Group Guidance	3
Computerized Vocational Guidance	1
Placement and Follow-up	1

During the 1974-1975 school year, the United States Office of Education and the Department of Occupational Education and Technology, Texas Education Agency, funded five components for the Coordinated Effort for Career Education which included the following:

- . Occupational Awareness

- Occupational Investigation
- Occupational Exploration
- Intensive Group Guidance
- Placement and Follow-up.

The project provided for 17 staff members for the five components which included the following:

• Project Director	1
• Occupational Awareness	6
• Occupational Investigation	2
• Occupational Exploration	4
• Intensive Group Guidance	3
• Placement and Follow-up	1

A third party evaluation was designed to provide the project with a management information system and evaluative information. The system would provide information for management decisions based on input from project personnel, project school personnel, and student participants. The project director was provided computer printouts during the project concerning each component by school district served. This information, as a basis for overall evaluation, will be discussed by component.

In addition, the evaluators developed instruments to be used by project staff, school administrators, teachers, counselors, and students concerning the project effectiveness in meeting stated objectives by components. The evaluators also interviewed local school administrators, teachers, students, and community people concerning the project. In addition, pre- and posttests were

administered to selected students. An evaluation of each component was performed based on a continuous model which includes data from:

Management Information System

- . Pre- Posttests
- . Interviews
- . Instruments on program effectiveness by objectives.

An evaluation was performed with project director designated under project management for each component which includes the following:

- . Program Introduction
- . Objectives and Analysis
- . Conclusions and Recommendations.

Each objective was evaluated based on all available data listed above. Based on the information, each objective was rated as follows:

- . objective was attained beyond expectation
- . objective was fully attained
- . objective was adequately met
- . objective was partially met
- . objective not met.

## PROJECT MANAGEMENT

1. Program Introduction. Dr. Sidney K. Peveto provided capable leadership during the second year of federal funding. Dr. Peveto is to be commended for bringing together both federal and state funded components into a coordinated effort for career education which provided services to 13 school districts and St. Mary's Catholic School along with Grayson County College. Dr. Peveto also used the previous year's evaluation to strengthen the project.

During the year the project accomplished:

- . inservice training for project staff and school personnel in a subject relating effort with career education in cooperation with East Texas State University and Region 10, Education Service Center
- . provided career education for all students of the county, kindergarten through junior college
- . employed and trained new staff members
- . resubmission of proposals for continued funding.

2. Objective and Analysis. The major objective of the project management was the direction, planning, and continued implementation of Grayson County's Coordinated Effort for Career Education. This objective was fully attained by the project director and the project staff.

Documentation for meeting this objective is based on:

- . School Site Survey Questionnaire answered by all of the 13 area superintendents

- . interviews of three superintendents
- . management information data on project director's activities.

Table 1, Ratings of Superintendents on School Site Survey Concerning Effectiveness of Coordinated Effort for Career Education, shows the overall project effectiveness. The superintendents felt that the project had provided:

- . appropriate components to their schools, especially in the areas of occupational exploration and intensive group guidance
- . appropriate information prior to, during installation, and during the operational year
- . suitable materials for project
- . beneficial consultants
- . suitable materials for adoption of career education concepts by district
- . information to base decisions concerning cost of materials
- . information concerning equipment and facilities to implement career education concept
- . information concerning types of staff training needed to implement concept of career education
- . support of lay citizen for the career education concept.

Five superintendents gave a rating of three, Moderate Success, while six superintendents gave a rating of four which ranged between Moderate Success and Highly Successful. Two superintendents gave the high rating of five, Highly Successful.



TABLE 1

RATING OF SUPERINTENDENTS ON  
SCHOOL SITE SURVEY CONCERNING EFFECTIVENESS  
OF COORDINATED EFFORT FOR CAREER EDUCATION

STATEMENTS	Not	Moderately		Very	
	Suitable		Suitable		Suitable
	1	2	3	4	5

1. In your opinion, to what extent is/was the selected component of the project suitable for your school?

0	0	5	5	3
---	---	---	---	---

2. To what extent was appropriate information concerning the project made available to your school:

0	0	5	5	3
---	---	---	---	---

	Little or No Information		Adequate Information		More Than Adequate Information	
	1	2	3	4	5	

(a) Prior to installation of the project?

0	2	6	3	2
---	---	---	---	---

(b) During the initial installation of the project?

0	0	8	4	1
---	---	---	---	---

(c) Ongoing throughout the operation of the project?

0	0	2	4	7
---	---	---	---	---

	Little or No Materials Provided		Adequate		More Than Adequate	
	1	2	3	4	5	

3. To what extent were suitable materials provided by the project for the component serving your school?

0	2	5	5	1
---	---	---	---	---

TABLE 1 (CONTINUED)

RATING OF SUPERINTENDENTS ON  
SCHOOL SITE SURVEY CONCERNING EFFECTIVENESS  
OF COORDINATED EFFORT FOR CAREER EDUCATION

STATEMENTS	Of No Help 1	2	Adequate Help 3	4	Very Helpful 5
4. To what extent were the consultants from outside Grayson County of benefit to you?	1	4	4	4	0
	Greatly Decreases Chances for Adoption 1	2	Insignificant Factor on Adoption 3	4	Greatly Increases Chances for Adoption 5
5. To what extent do the instructional and/or staff materials used in the project affect the potential for adoption of the Career Education Concept by your district?	0	1	3	7	2
6. To what extent do the types, amount, and cost for instructional materials affect the potential for adoption of the Career Education Concept by your school district?	1	2	4	5	1
	Too Much Special Equipment Needed 1	2	Some Special Equipment Needed 3	4	No Special Equipment Needed 5
7. To what extent does the requirement for special equipment affect the potential for adoption of the Career Education Concept by your school district?	0	1	6	5	1

TABLE 1 (CONTINUED)

RATING OF SUPERINTENDENTS ON  
SCHOOL SITE SURVEY CONCERNING EFFECTIVENESS  
OF COORDINATED EFFORT FOR CAREER EDUCATION

	Too Many Unique Facilities Needed 1	2	Some Unique Facilities Needed 3	4	No Unique Facilities Needed 5
8. To what extent does the need for unique facilities affect the potential for adoption of the Career Education Concept by your school district?	0	1	4	6	2
	High Cost and/or Time 1	2	Moderate Cost and/or Time 3	4	Cost and/or Time Not Significant 5
9. To what extent does the cost and/or time for staff training affect the potential for adoption of the Career Education Concept?	1	0	5	4	2
	Little or No Support 1	2	Moderate Support 3	4	Wide Support 5
10. To what extent is the support of lay citizens of the community for this project?	0	2	7	4	0
	Little or No Success 1	2	Moderate Success 3	4	Highly Successful 5
11. To what extent do you view the degree of overall success of the project?	0	0	5	6	2

Three superintendents were interviewed concerning the effectiveness of the coordinated effort for career education. The three superintendents indicated strong support for the project. The following statements were made concerning the project:

- . staff liked the materials provided by the project
- . inservice training course offered through East Texas State University has been effective but the inservice provided by Region 10, Education Service Center was not directed to the needs of the project
- . students liked the group guidance sessions
- . counselors appreciated the administration and interpretation of the GATB
- . students liked the exploration activities.

Some of the recommendations made by the superintendents were:

- . more clusters for exploration with superintendents willing to support with local funds vans for carrying equipment needed for the unit
- . inservice training should be directed to the specific needs of the project.

Table 2, Grayson County Enrollment by School Districts, provides the number of school districts and students by levels served during the past year by the project.

Table 3, School Districts and Personnel Served Distribution Chart for August, 1974 through May, 1975, gives a graphic presentation of the people served by the project. This data was generated by the management information system. In all, the project staff provided some type of

TABLE 2

## Grayson County

## Enrollment by School District

School District	K-6	7	8	9	10-12
S & S Consolidated	170	31	25	24	61
Gunter	119	14	19	20	30
Tom Bean	192	44	37	30	68
Pottsboro	340	62	65	67	170
Bells	192	42	39	45	88
Collinsville	143	23	24	25	79
Denison	3,002	475	511	471	1,266
Howe	356	64	65	50	145
Sherman	3,056	538	513	527	1,258
Van Alstyne	336	51	49	48	134
Whitesboro	351	99	94	86	190
Whitewright	279	55	51	53	123
Tioga	65	16	14	0	0
Totals	8,601	1,514	1,506	1,446	3,612

St. Mary's Catholic 100

Grayson College (Grades 13-14) 4,105

Grand total - 20,884

**TABLE 3**  
**SCHOOL DISTRICTS AND PERSONNEL SERVED**  
**DISTRIBUTION CHART FOR AUGUST, 1974 THROUGH MAY, 1975**

	Tch	Aides	Adm.	Cert. Support Personnel	Vol./ Parents	Students	ESC/ TEA	Bus/Ind Pers.	TEC/Chamber Personnel	Other
Denison	1014	34	81	35	1	2159	0	32	3	1
Sherman	1605	129	95	85	18	3449	0	57	20	1
S & S RHSD	148	20	27	9	14	1155	0	7	0	16
Gunter RHSD	115	33	1	14	15	352	0	5	0	2
Tom Bean RHSD	153	7	20	10	1	587	0	9	0	1
Tioga RISD	132	20	12	1	0	232	0	0	0	0
Collinsville	151	7	20	21	3	379	0	5	0	1
Pottsboro RISD	197	26	13	8	1	693	0	2	0	3
Bells ISD	139	7	16	12	1	270	0	5	0	0
Howe ISD	165	0	9	22	25	649	1	1	0	1
Van Alstyne ISD	181	0	25	22	0	580	0	3	0	0
Whitesboro ISD	104	13	23	22	0	1312	0	1	0	11
Whitewright ISD	165	12	13	23	0	2097	0	2	0	0
CECE Project	24	0	58	199	0	390	1	92	24	130
St. Mary's	30	2	4	0	0	30	0	0	0	0

service through the coordinated effort for career education to 20,283 participants as compared with 21,411 last year. Again, the largest group served was the student group.

Table 4, School Districts and Activities Distribution Chart for August, 1974 through May, 1975, shows the different activities performed by project staff members. These contacts fell into the following categories of activities:

- . Arranging/Conducting Field Trips
- . Supplying Teaching Aids
- . Securing/Assisting Resource Speakers
- . Teacher Conferences about C/E
- . Adm./Support Personnel Conferences About C/E
- . Arranging/Conducting Assembly Programs
- . Visiting/Surveying Business and Industry
- . Speaker: Public School
- . Speaker: Business/Parent or Community Group
- . Demonstration/Unit Teaching
- . Administering/Interpreting Tests
- . Group Guidance Sessions
- . Regional/State Conferences.

The project staff made 1,866 contacts providing activities to the schools participating in the project. The greatest activity was conferences with teachers concerning career education and the project. This was a vast improvement over the previous year when one of the limitations of the project was the lack of communication between and among project staff members and local school personnel.

TABLE 4  
SCHOOL DISTRICTS AND ACTIVITIES  
DISTRIBUTION CHART FOR  
AUGUST, 1974 THROUGH MAY, 1975

	Field Trips	Supply Teach- er Aids	Re- source Speak- er	Tch. Conf. About C/E	Adm/ Sup. Pers. Conf.	Arr/ Cond. Assembly Program	Bus. & Ind.	Speak- ing Pub. Sch.	Speak- ing Comm. Group	Demo/ Unit Teaching	Adm/ Interp Tests	Group Guid- ance	Reg/ St. Conf.	Other
Denison	42	100	14	103	50	0	1	3	1	32	31	0	0	7
Sherman	14	57	45	127	24	3	12	9	4	14	15	1	0	2
S & SJKHSD	18	2	13	8	2	0	0	3	1	0	6	1	0	1
Gunter RHSD	13	27	11	21	12	2	2	6	0	2	6	6	0	0
Tom Bean RHSD	4	21	22	19	9	0	0	7	1	4	10	1	0	1
Tloga RISD	9	22	10	14	7	1	1	8	0	1	0	0	0	0
Collinsville	20	24	10	23	20	0	0	0	0	0	3	4	0	1
Pottsboro RISD	13	4	11	78	9	1	0	1	1	2	6	0	0	2
Bells ISD	5	19	5	14	9	0	0	0	1	0	7	3	0	1
Howe ISD	4	26	8	27	12	1	0	3	0	8	11	9	1	0
Van Alstyne ISD	3	18	8	27	24	1	1	0	0	1	10	10	0	1



TABLE 4 (CONTINUED)

SCHOOL DISTRICTS AND ACTIVITIES  
DISTRIBUTION CHART FOR  
AUGUST, 1974 THROUGH MAY, 1975

	Field Trips	Supply Teacher Aids	Re- source Speak- er	Tch. Conf. About C/E	Adm/ Sup. Pers. Conf.	Art/ Cond. Assembly Program	Bus. & Ind.	Speak- ing Pub. Sch.	Speak- ing Comm. Group	Demo/ Unit Teaching	Adm/ Interp Tests	Group Guid- ance	Reg/ St. Conf.	Other
Whitesboro ISD	12	1	9	6	8	2	1	1	1	1	6	8	0	4
Whitewright ISD	3	18	5	18	8	1	4	5	0	16	24	8	0	0
CECE Project	8	4	11	3	13	2	27	8	3	3	0	0	12	22
St. Mary's	1	8	2	3	2	0	0	1	1	0	0	0	0	0
Totals	169	351	184	488	209	14	49	55	14	84	133	51	13	42

## CAREER AWARENESS

1. Program Introduction. The career awareness component developed a system for refocusing elementary school curriculum toward career education and occupational orientation. The component provided six consultants working in 36 elementary school buildings in Grayson County during the 1974-1975 school year.

The major emphasis was on the elementary teachers as a change agent to refocus the elementary curriculum to include career education concepts. The major thrusts of the career awareness personnel were:

- . demonstrate to elementary teachers how to integrate career education concepts into the regular elementary curriculum
- . provide instructional materials both teacher made and commercial concerning career education
- . develop bulletin boards about career education in local schools
- . assist in developing field trips.

2. Objectives and Analysis. The overall effort was to provide resources to assist local teachers to interweave "awareness to world of work" into the existing instructional program in Grades K-7. Each of the specific career awareness component objectives is stated with an analysis of the objective.

### Objective 1.

- . to assist in analyzing the present instructional program.

This objective was fully attained by the project staff as demonstrated by Table 5, Rating by Teachers of Effectiveness of Refocusing.

of Curriculum for Developing Awareness to the World of Work, Table 6, Rating by School Administrators of Effectiveness of Refocusing of Curriculum for Developing Awareness to the World of Work, and Table 7, Rating by Project Staff of Effectiveness of Refocusing of Curriculum for Developing Awareness to World of Work. The ratings for how well the objectives were met by different groups participating in the project were at the four or fully attained level. The project improved in meeting the objective over the previous year.

Objective 2.

- to analyze the textbooks and other instructional aids that are used.

This objective was fully attained as evidenced by Tables 5, 6, and 7, ratings of how well objectives were met in career awareness by the people participating in the project. The overall rating by participants was slightly above the four level, or fully attained. This was a vast improvement over the previous year of partially met to fully attained.

Objective 3.

- to develop teaching materials that will introduce the appropriate concepts without adding to or taking away from the present instructional program.

This objective was fully attained by the project staff as shown in Tables 5, 6, and 7, ratings of groups participating in the career awareness component. The overall rating was slightly below the four or fully attained level. The project continued their excellent job in meeting this objective as demonstrated by rating of over four for both years of operation.

TABLE 5

**RATING BY TEACHERS OF EFFECTIVENESS  
OF REFOCUSING OF CURRICULUM FOR DEVELOPING  
AWARENESS TO THE WORLD OF WORK**

Staff Achievement

	Rating				
	High 5	4	3	2	Low 1
Providing resources to: assist local teachers to interweave "awareness to the world of work" into the existing instructional program in grades K-7 of your school.					
Resources have been provided to:					
1. assist in analyzing the present instructional program	14	25	22	1	6
2. analyze the textbooks and other instructional aids that are used	11	21	26	3	7
3. develop teaching materials that will introduce the appropriate concepts without adding to or taking away from the present instructional program	29	27	11	2	0
4. provide inservice training to elementary teachers who will be using the materials	13	11	27	3	13
5. develop pretests and post- tests for administration to students to determine the extent to which the objectives of this component of the project have been accomplished.	5	14	20	6	18

Student Achievement

As a result of educational  
experiences made possible by  
the project the majority of  
students:

TABLE 5 (CONTINUED)

RATING BY TEACHERS OF EFFECTIVENESS  
OF REFOCUSING OF CURRICULUM FOR DEVELOPING  
AWARENESS TO THE WORLD OF WORK

1. have developed worthwhile attitudes toward work	29	27	14	1	2
2. have an understanding of the values of work	21	33	12	1	1
3. have an understanding of the dignity of work.	22	32	13	1	1

TABLE 6

RATING BY SCHOOL ADMINISTRATORS OF EFFECTIVENESS  
OF REFOCUSING OF CURRICULUM FOR DEVELOPING  
AWARENESS TO WORLD OF WORK

Staff Achievement

Providing resources to:  
assist local teachers to  
interweave "awareness to  
the world of work" into  
the existing instructional  
program in grades K-7 of  
your school

## Rating

High					Low
5	4	3	2	1	

Resources have been  
provided to:

1. assist in analyzing the  
present instructional  
program
2. analyze the textbooks and  
other instructional aids  
that are used
3. develop teaching materials  
that will introduce the  
appropriate concepts with-  
out adding to or taking away  
from the present instructional  
program
4. provide inservice training  
to elementary teachers who  
will be using the materials
5. develop pretests and post-  
tests for administration to  
students to determine the  
extent to which the objectives  
of this component have been  
accomplished.

0	7	7	1	1
2	7	7	0	1
3	10	4	0	0
3	8	4	3	0
3	4	5	5	0

Student Achievement

As a result of educational  
experiences made possible by the  
project, the majority of  
students:

TABLE 6 (CONTINUED)

RATING BY SCHOOL ADMINISTRATORS OF EFFECTIVENESS  
OF REFOCUSING OF CURRICULUM FOR DEVELOPING  
AWARENESS TO WORLD OF WORK

1. have developed worthwhile attitudes toward work	3	9	5	0	0
2. have an understanding of the values of work	3	10	4	0	0
3. have an understanding of the dignity of work.	4	9	4	0	0

TABLE 7

**RATING BY PROJECT STAFF OF EFFECTIVENESS  
OF REFOCUSING OF CURRICULUM FOR DEVELOPING  
AWARENESS TO THE WORLD OF WORK**

Staff Achievement

Providing resources to: assist local teachers to interweave "awareness to the world of work" into the existing instructional program in grades K-7 of your school	Rating				
	High 5	4	3	2	Low 1
Resources have been provided to:					
1. assist in analyzing the present instructional program	0	2	7	4	0
2. analyze the textbooks and other instructional aids that are used	0	1	8	3	1
3. develop teaching materials that will introduce the appropriate concepts without adding to or taking away from the present instructional program	4	4	5	0	0
4. provide inservice training to elementary teachers who will be using the materials	0	3	6	4	0
5. develop pretests and posttests for administration to students to determine the extent to which the objectives of this component of the project have been accomplished.	0	0	3	3	7

Student Achievement

As a result of educational  
experiences made possible by  
the project, the majority of  
students:



TABLE 7 (CONTINUED)

RATING BY PROJECT STAFF OF EFFECTIVENESS  
OF REFOCUSING OF CURRICULUM FOR DEVELOPING  
AWARENESS TO THE WORLD OF WORK

1. have developed worthwhile attitudes toward work	1	2	8	2	0
2. have an understanding of the values of work	1	2	8	2	0
3. have an understanding of the dignity of work.	3	1	7	2	0

#### Objective 4.

- . to provide inservice training to elementary teachers who will be using the materials.

This objective was adequately met by the project staff as indicated by Tables 5, 6, and 7, ratings of groups participating in the career awareness component. The overall rating was slightly more than three, or the adequately met level. This was an improvement over the previous year from partially met to adequately met.

#### Objective 5.

- . to develop pretests and posttests for administration to students to determine the extent to which the objectives of the career awareness component of the project have been accomplished.

This objective was partially met as evidenced by Tables 5, 6, and 7, ratings of groups participating in the career awareness component. The overall rating was over two or the partially met level. Again, this was an improvement by the project staff over the previous year's operation.

Interviews with personnel involved with the career awareness component supported the ratings given by the different groups. Some of the comments or requests made were:

- . communication much improved over previous year
- . materials supplied by consultants were most helpful to teachers
- . assistance of consultants in developing field trips was outstanding

- . excellent bulletin boards were developed by consultants
- . knowledge of consultants concerning career education concepts
- . consultants were excellent resource people
- . overall information concerning career education project was discussed with teacher during conferences. This is supported by the contacts made by project staff through conferences with teachers.

Further documentation of the activities of the career awareness component is found in Table 8, Number of Times Targeted Activity was Performed in Occupational Awareness. This table shows the major activities of the awareness consultants were in the areas of consulting with teachers and supplying teaching aids. Table 9, Consulting Activities for Occupational Awareness (Percentage Comparisons), August, 1974 through May, 1975, reveals the percentage of time the consultants devoted to these activities. The consultants spent 35 percent of their time working with teachers while 26 percent of their time was devoted to developing and supplying teaching aids. This activity was one of the stronger activities of the career awareness component.

Another important element of the objective was the student achievement expected from the activities of the project staff. The student outcomes expected as a result of the component were:

- . have developed worthwhile attitudes toward work
- . have an understanding of the values of work.
- . have an understanding of the dignity of work.

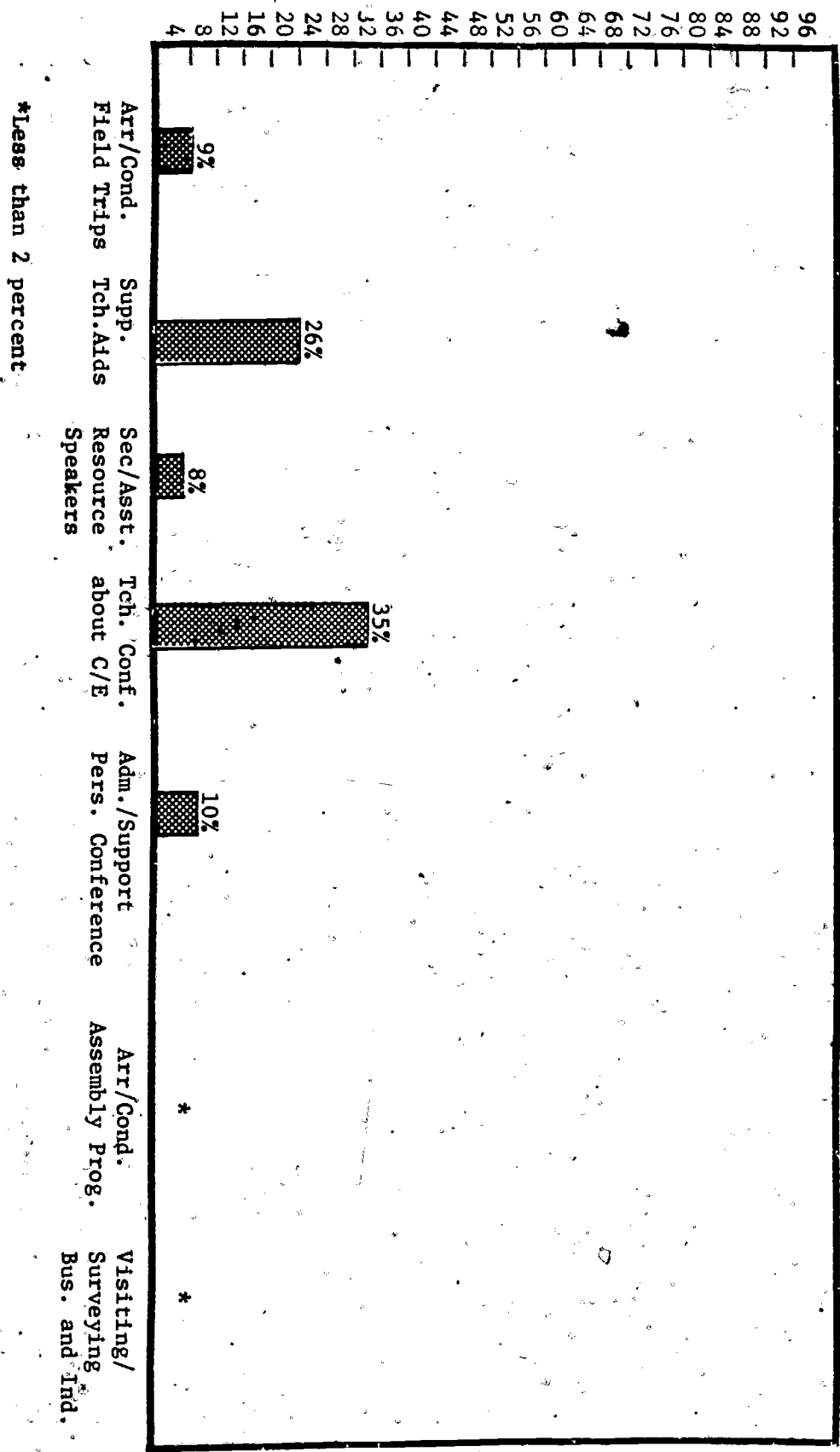
TABLE 8

NUMBER OF TIMES TARGETED ACTIVITY WAS PERFORMED  
IN OCCUPATIONAL AWARENESS

TARGETED ACTIVITIES	Total
Arranging/Conducting Field Trips	109
Supplying Teaching Aids	326
Securing/Assisting Resource Speakers	98
Teacher Conferences about C/E	440
Adm/Support Personnel Conferences about C/E	137
Arranging/Conducting Assembly Programs	7
Visiting/Surveying Business and Industry	19
Speaker: Public School	24
Speaker: Business/Parent or Community Group	8
Demonstration/Unit Teaching	61
Administering/Interpreting Tests	35
Group Guidance Sessions	2
Regional/State Conferences	0
Other	10

TABLE 9  
CONSULTING ACTIVITIES FOR OCCUPATIONAL AWARENESS  
(PERCENTAGE COMPARISONS)

AUGUST, 1974 THROUGH MAY, 1975

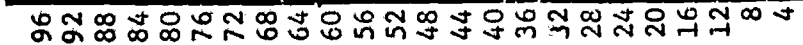


# CONSULTING ACTIVITIES FOR OCCUPATIONAL AWARENESS

(PERCENTAGE COMPARISONS)

AUGUST, 1974 THROUGH MAY, 1975

PERCENT



\*Less than 2 percent

Tables 5, 6, and 7 show that the different groups rated that the three expected student outcomes were fully attained by the project which was an improvement over the previous year.

Students in the first and third grade awareness program were administered the Harlandale Awareness Inventory on a pretest (December, 1974) and posttest (April, 1975) basis. A simple random sample of 100 first grade students and 100 third grade students was drawn from populations of 125 and 167 in the two grades. Table 10 presents the results of the analyses performed on these data. It can be rated that very significant progress ( $p < .001$ ) was achieved by both groups, further attesting to the effectiveness of the effort in the awareness component.

TABLE 10

PRETEST - POSTTEST MEANS, STANDARD DEVIATIONS AND t-VALUES FOR STUDENTS IN THE AWARENESS PROGRAM AS MEASURED BY THE HARLANDALE AWARENESS INVENTORY.

Group	Pretest		Posttest		t	p
	Mean	S.D.	Mean	S.D.		
First Grade (N=100)	19.57	3.588	22.0	3.432	-10.001	.001
Third Grade (N=100)	19.17	3.415	22.17	3.291	-10.48	.001

Table 11 presents an analysis of the pretest-posttest results for awareness students on the Career Education Test (Form A) for 100 sixth grade students. It can be noted that the students demonstrated significant progress ( $p < .05$ ) between pretest and posttest administrations. This further documents that the student outcomes were fully attained by the project.

TABLE 11

MEANS, STANDARD DEVIATIONS AND t-VALUES FOR AWARENESS STUDENTS  
(GRADE 6) ON THE CAREER EDUCATION TEST, FORM A (N=100)

	Mean	Standard Deviation	t	p
Pretest	27.04	5.596	-2.06	0.05
Posttest	28.53	6.113		

Further evidence supporting the meeting of the objective by the project staff is revealed in Table 12, Personnel Served by Occupational Awareness During the Project Year by Position. In addition, Table 13, Personnel Served by Occupational Awareness (Percentage Comparisons), August, 1974 through May, 1975, shows the percentages of personnel served from Table 12 which indicates the largest group served by the consultant was students which represent 57 percent of all groups. Teachers represented the next largest group with 36 percent. The other groups were very minor when compared with teachers and students.

Table 14, Project Activity Man-Hour Analysis for Occupational Awareness (Percentage Comparisons), August, 1974 through May, 1975, shows the percent of man hours for consultants. The percentage of time spent was:

- . Travel, 20 percent
- . Preparation and Follow-up, 38 percent
- . Consulting, 42 percent.



TABLE 12

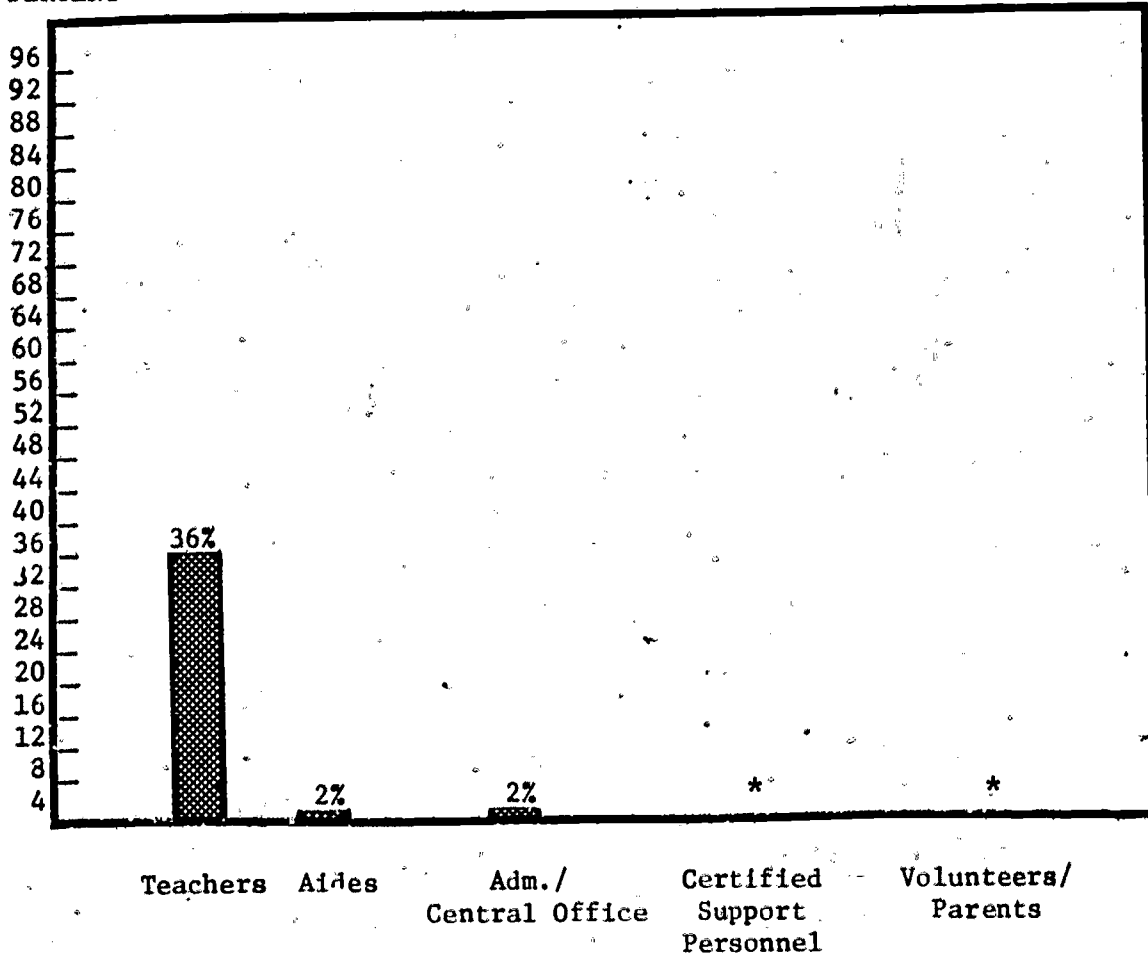
PERSONNEL SERVED BY OCCUPATIONAL AWARENESS  
DURING THE PROJECT YEAR BY POSITION

POSITION	Total
Teachers	4,128
Aides	301
Administrators	279
Cert. Support Personnel	127
Volunteers/Parents	32
Students	6,567
ESC/TEA	0
Business/Industry Personnel	105
TEC/Chamber of Commerce	23
Other	10

TABLE 13

PERSONNEL SERVED BY OCCUPATIONAL AWARENESS  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT

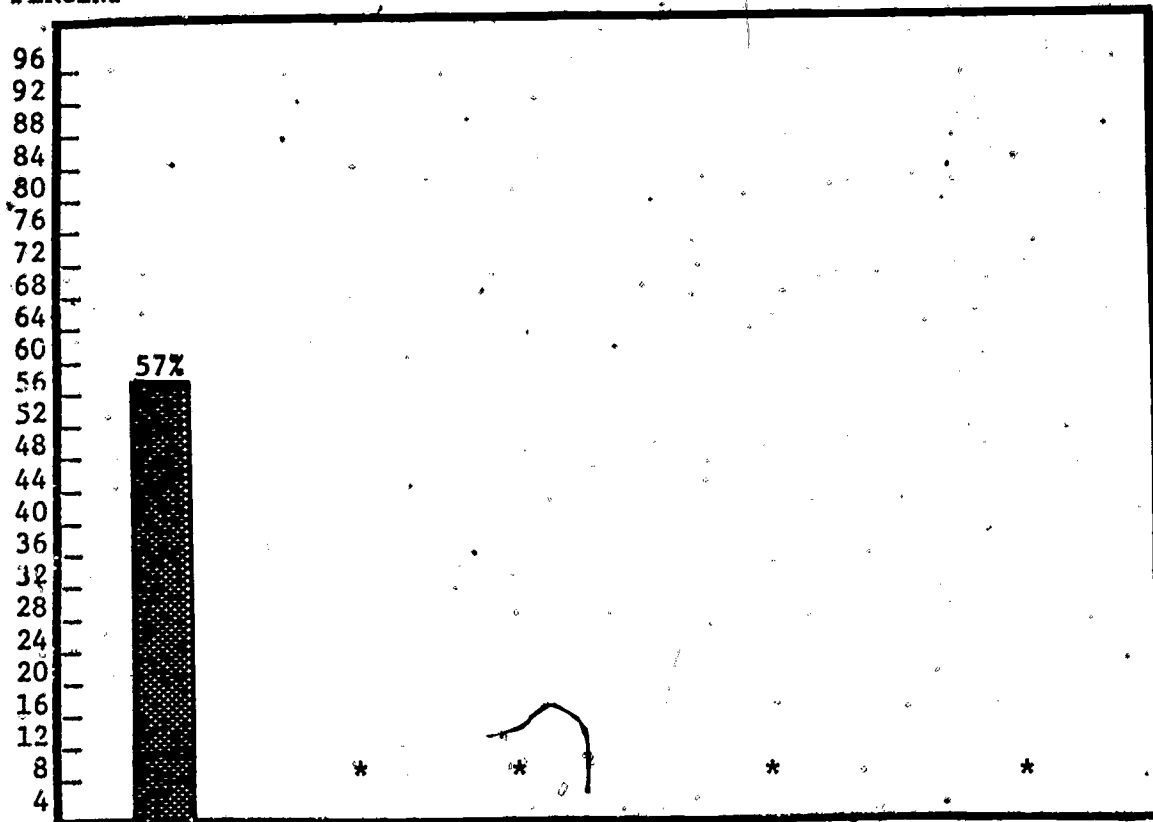


\*Less than 2 percent

TABLE 13 (CONTINUED)

PERSONNEL SERVED BY OCCUPATIONAL AWARENESS  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975.

PERCENT



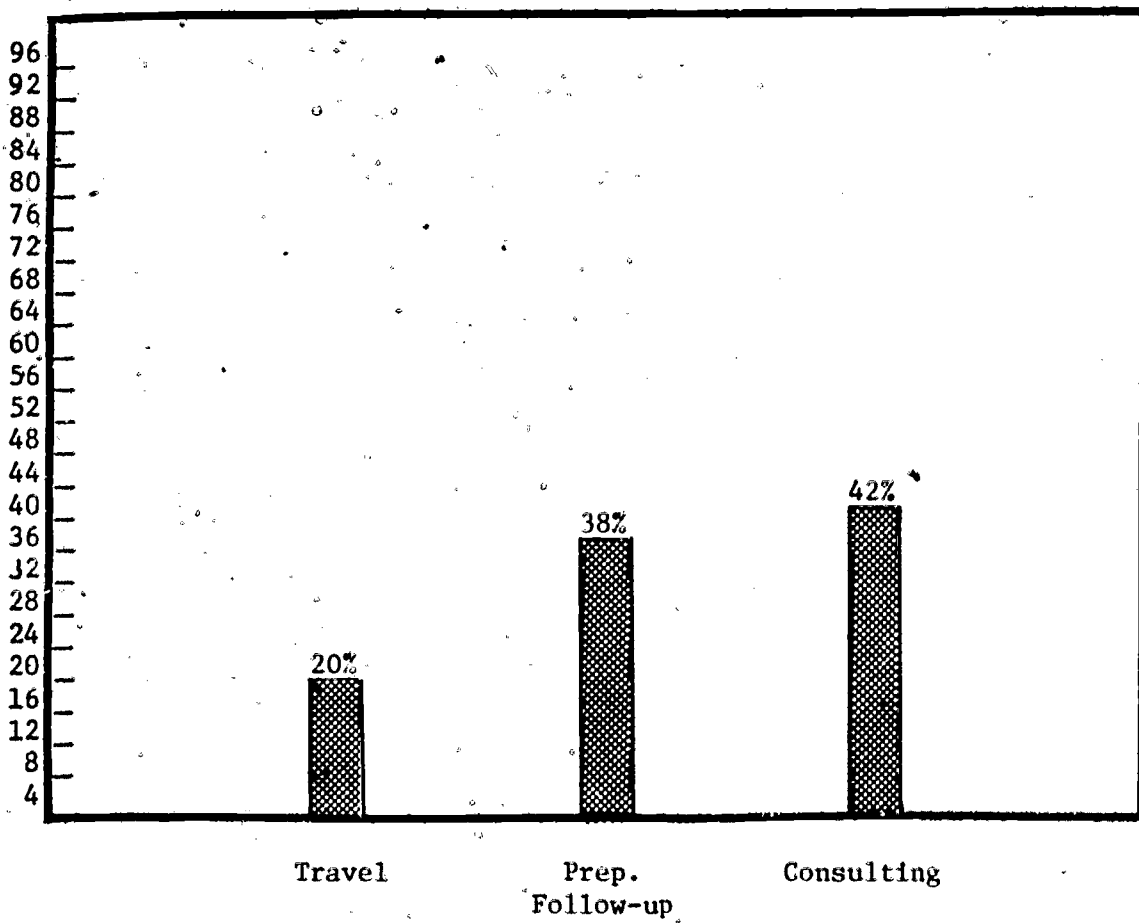
Students    ESC/TEA    Business/    TEC/Cham.    Other  
Industry Pers.    of Comm. Pers.

\*Less than 2 percent

TABLE 14

PROJECT ACTIVITY MAN-HOUR ANALYSIS  
FOR OCCUPATIONAL AWARENESS  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



3. Conclusions and Recommendations. The career awareness component was successful with the following strengths:

- . demonstrated outstanding improvement over previous year of operation
- . developing and supplying teaching materials to the participating schools and teachers
- . providing resources both human and material for occupational orientation
- . diversity of the backgrounds of the consultants. This diversity enabled the consultants to act as resource people to the other consultants
- . generating support of building administrators for the coordinated effort for career education which was more widespread than during previous years
- . outstanding gains made by students as demonstrated by pre- and posttests.

The major weaknesses of the occupational awareness component were:

- . ratio of consultants to teachers and schools is still unrealistic if an intensive career awareness program is to be installed. The consultants did a much better job during the year in providing services to students but the staff is still spread beyond normal expectation in providing services.
- . project staff has not developed the necessary tests to be used as both pre and post to document how effective the

career awareness component is functioning but depends on commercial tests provided by evaluation

- some management functions still presented problems to project staff which included:

- .. common calendar with the public schools in the county
- .. failure to be a part of local school districts inservice training
- .. lack of coordination between project staff and inservice training provided by Region 10, Education Service Center prior to beginning of school.

Recommendations for the improvement of the career awareness

component include:

- test development and/or adaptation for use with young children to show the effectiveness of the project on a continuous basis for development of program
- immediate planning with local school districts for providing inservice consultants from the project for the local district inservice days at the beginning of school in August rather than general consultants from Region 10, Education Service Center
- continue to work with the committed teachers and school. This provides opportunities for more intensive assistance to those teachers who are interested and committed to the concept of career education. The excellent job with teachers is apparent from the evaluation

- . each consultant needs to demonstrate how the project can begin to move from project to program within the schools where they work.

## OCCUPATIONAL INVESTIGATION

1. Program Introduction. Occupational orientation or investigation was the primary objective for the coordinated effort for career education in the eighth grade. The investigation by students was based on the career awareness developed in the K-7 component. The investigation also served as a bridge to the exploration component in the ninth grade and the preparation for employment in the 10-12 grades.

The investigation component provided for staff and resources to provide classroom instruction for students with an orientation to the total field of careers. Instructional opportunities were provided for students through:

- . study of occupations by career fields, by job clusters, and by job families
- . self-appraisal by the student to determine interest
- . educational and occupational planning.

2. Objectives and Analysis. The major effort for occupational investigation component was to provide staff and other resources to provide classroom instruction for the purpose of providing students with an orientation to the total field of careers. The objectives for the occupational investigation component with an analysis of how well each objective was met by the project based on data from rating instruments, student tests, interviews, and management information system are as follows:



Objective 1.

- . to study occupations by career fields, by job clusters, and by job families.

This objective was fully attained by the project staff as evidenced by Table 15, Rating by Counselors of Effectiveness of Occupational Investigation, Table 16, Rating by School Administrators of Effectiveness of Occupational Investigation, and Table 17, Rating by Project Staff of Effectiveness of Occupational Investigation. The overall rating on this objective by the different groups involved in occupational investigation exceeded four or fully attained level. This was the same rating given during the previous project year.

Objective 2.

- . to provide self-appraisal through use of interest inventories, aptitude tests, check lists of individual achievements, and check lists of likes and dislikes.

This objective was fully attained as documented by Tables 15, 16, and 17, ratings by the different groups involved in the occupational investigation component. The overall rating was slightly more than four, or fully attained, which showed a marked improvement over the previous year.

Objective 3.

- . to provide educational and occupational planning.

This objective was fully attained by the project staff as shown in Tables 15, 16, and 17, ratings by the different groups participating in the occupational investigation component. The

TABLE 15

RATING BY COUNSELORS OF  
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

Staff Achievement

The project has provided staffs and other resources to provide classroom instruction for the purpose of providing students with an orientation to the total field of careers.

## Rating

High					Low
5	4	3	2	1	

The resources have provided instructional activities in the following areas:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. a study of occupations by career fields, by job clusters, and job families  | 4 | 2 | 0 | 0 | 0 |
| 2. self-appraisal through use of interest inventories, aptitude tests, check lists of individual achievements, and check lists of likes and dislikes | 1 | 3 | 2 | 0 | 0 |
| 3. educational and occupational planning   | 4 | 2 | 0 | 0 | 0 |
| 4. evaluation of the instruction provided by the use of pretests and posttests.  | 5 | 1 | 0 | 0 | 0 |

Student Achievement

As a result of the program of instruction, the majority of the students served have:

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. knowledge of occupational descriptions and requirements for entering those occupations in at least 60 percent of the career fields | 1 | 3 | 2 | 0 | 0 |
|---|---|---|---|---|---|

TABLE 15 (CONTINUED)

RATING BY COUNSELORS OF  
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

2. discovered an interest or disinterest in the occupations studied	2	4	0	0	0
3. determined occupational and educational aptitudes in careers which interest them	1	5	0	0	0
4. knowledge about employment opportunities, occupational requirements, and training opportunities in the occupations which interest them	1	5	0	0	0
5. knowledge of their occupational interest	2	4	0	0	0
6. knowledge of their occupational and educational aptitudes	2	2	2	0	0
7. compared their likes and dislikes to occupational choices and requirements.	3	3	0	0	0

TABLE 16

RATING BY SCHOOL ADMINISTRATORS OF  
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

Staff Achievement

The project has provided staffs and other resources to provide classroom instruction for the purpose of providing students with an orientation to the total field of careers.

## Rating

High					Low
5	4	3	2		1

The resources have provided instructional activities in the following areas:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. a study of occupations by career fields, by job clusters, and job families  | 5 | 1 | 0 | 0 | 0 |
| 2. self-appraisal through use of interest inventories, aptitude tests, check lists of individual achievements, and check lists of likes and dislikes | 1 | 5 | 0 | 0 | 0 |
| 3. educational and occupational planning   | 2 | 4 | 0 | 0 | 0 |
| 4. evaluation of the instruction provided by the use of pretests and posttests.  | 2 | 1 | 3 | 0 | 0 |

Student Achievement

As a result of the program of instruction, the majority of the students served have:

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. knowledge of occupational descriptions and requirements for entering those occupations in at least 60 percent of the career fields | 3 | 3 | 0 | 0 | 0 |
|---|---|---|---|---|---|

TABLE 16 (CONTINUED)

RATING BY SCHOOL ADMINISTRATORS OF  
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

2. discovered an interest or disinterest in the occupations studied	3	2	1	0	0
3. determined occupational and educational aptitudes in careers which interest them	3	3	0	0	0
4. knowledge about employment opportunities, occupational requirements, and training opportunities in the occupations which interest them	2	3	1	0	0
5. knowledge of their occupational interest	3	2	1	0	0
6. knowledge of their occupational and educational aptitudes	1	4	1	0	0
7. compared their likes and dislikes to occupational choices and requirements.	1	5	0	0	0

TABLE 17

RATING BY PROJECT STAFF OF  
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

Staff Achievement

The project has provided staffs and other resources to provide classroom instruction for the purpose of providing students with an orientation to the total field of careers.

Rating

High 5	4	3	2	Low 1
-----------	---	---	---	----------

The resources have provided instructional activities in the following areas:

1. a study of occupations by career fields, by job clusters, and job families	3	0	0	0	0
2. self-appraisal through use of interest inventories, aptitude tests, check lists of individual achievements, and check lists of likes and dislikes	3	0	0	0	0
3. educational and occupational planning	0	1	2	0	0
4. evaluation of the instruction provided by the use of pretests and posttests.	0	1	2	0	0

Student Achievement

As a result of the program of instruction, the majority of the students served have:

1. knowledge of occupational descriptions and requirements for entering those occupations in at least 60 percent of the career fields	1	2	0	0	0
---	---	---	---	---	---

TABLE 17 (CONTINUED)

RATING BY PROJECT STAFF OF  
EFFECTIVENESS OF OCCUPATIONAL INVESTIGATION

2. discovered an interest or disinterest in the occupations studied	1	2	0	0	0
3. determined occupational and educational aptitudes in careers which interest them	0	0	3	0	0
4. knowledge about employment opportunities, occupational requirements, and training opportunities in the occupations which interest them	1	2	0	0	0
5. knowledge of their occupational interest	0	0	3	0	0
6. knowledge of their occupational and educational aptitudes	0	0	3	0	0
7. compared their likes and dislikes to occupational choices and requirements.	3	0	0	0	0

overall rating by the personnel participating exceeded four or the fully attained level which was the same rating as last year.

**Objective 4.**

- to evaluate instruction by the use of pretests and posttests with students,

This objective was fully attained by the project staff as indicated by Tables 15, 16, and 17, ratings by the different groups involved in the occupational investigation component. The overall rating by the personnel participating exceeded four or the fully attained level. Further evidence supporting the full attainment of this objective is Table 18, Pretest-Posttest Scores on the Occupational Investigation Test for Eighth Grade Students in Seven Groups.

The student outcomes expected from the implementation of the occupational investigation component were:

**Student Outcome 1.**

- knowledge of occupational descriptions and requirements for entering those occupations in at least 60 percent of the career fields.

**Student Outcome 2.**

- discovered an interest or disinterest in the occupations studied.

**Student Outcome 3.**

- determined occupational and educational aptitudes in careers which interest them.

**Student Outcome 4.**



TABLE 18  
PRETEST-POSTTEST SCORES ON THE OCCUPATIONAL  
INVESTIGATION TEST FOR EIGHTH GRADE STUDENTS  
IN SEVEN GROUPS

GROUPS	N	DATE OF INSTRUCTION	PRETEST MEAN	POSTTEST MEAN	MEAN GAIN
Potttsboro	21	1/75 to 5/75	51.0	71.2	20.2
S&S Consolidated	21	1/75 to 5/75	52.6	68.3	15.7
Tom Bean	31	8/74 to 12/74	50.1	63.1	13.0
Potttsboro	20	8/74 to 12/74	53.0	78.0	25.0
Whitesboro	21	1/75 to 5/75	54.3	70.0	15.7
Gunter	17	1/75 to 5/75	48.1	57.2	9.1
Tioga	12	1/75 to 5/75	52.5	68.1	15.6

- . knowledge about employment opportunities, occupational requirements, and training opportunities in the occupations which interest them.

Student Outcome 5.

- . knowledge of their occupational interest.

Student Outcome 6.

- . knowledge of their occupational and educational aptitudes.

Student Outcome 7.

- . compared their likes and dislikes to occupational choices and requirements.

Tables 15, 16, and 17, ratings by the different personnel involved in the occupational investigation component, indicate that all student outcomes were achieved at the fully attained level. The effectiveness of the project staff in meeting student outcome shows an improvement over the 1973-1974 project year.

Another phase of evaluating outcomes in the occupational investigation component was assessment via the Occupational Investigation Test. Table 18 presents the results of pretest and posttest in seven groups conducted during the year. It can be noted that all groups made progress, ranging from a high of 25.0 mean raw score points gain to a low of 9.1. These results show the strong cognitive effectiveness of the program.

Interviews with students involved in the occupational investigation component support the preceding data. The major comments were:

- . interesting and class is fun activity
- . students like the teachers
- . all comments were very positive concerning the occupational investigation component.

As expected, the major group of people served by the occupational investigation component was the student group as shown by Table 19, Personnel Served by Occupational Investigation During Project Year by Position, Table 20, Personnel Served by Occupational Investigation (Percentage Comparisons), August, 1974 through May, 1975, shows that students represented 94 percent of all personnel served with the second largest group being teachers with only four percent.

The activities of the occupational investigation personnel were heavily student oriented as evidenced by Table 21, Number of Times Targeted Activity was Performed in Occupational Investigation, while Table 22, Consulting Activities for Occupational Investigation (Percentage Comparisons), August, 1974 through May, 1975, shows these activities by percentage. The major activities with percentage were:

- . Securing/Assisting Resource Speakers, 43 percent
- . Speaking: Public School, 22 percent
- . Arranging/Conducting Field Trips, 13 percent
- . Demonstration/Unit Teaching, eight percent
- . Teacher Conference about Career Education, four percent
- . Supplying Teaching Aids, four percent.

Table 23, Project Activity Man-Hour Analysis for Occupational Investigation (Percentage Comparisons), August, 1974 through May,

TABLE 19

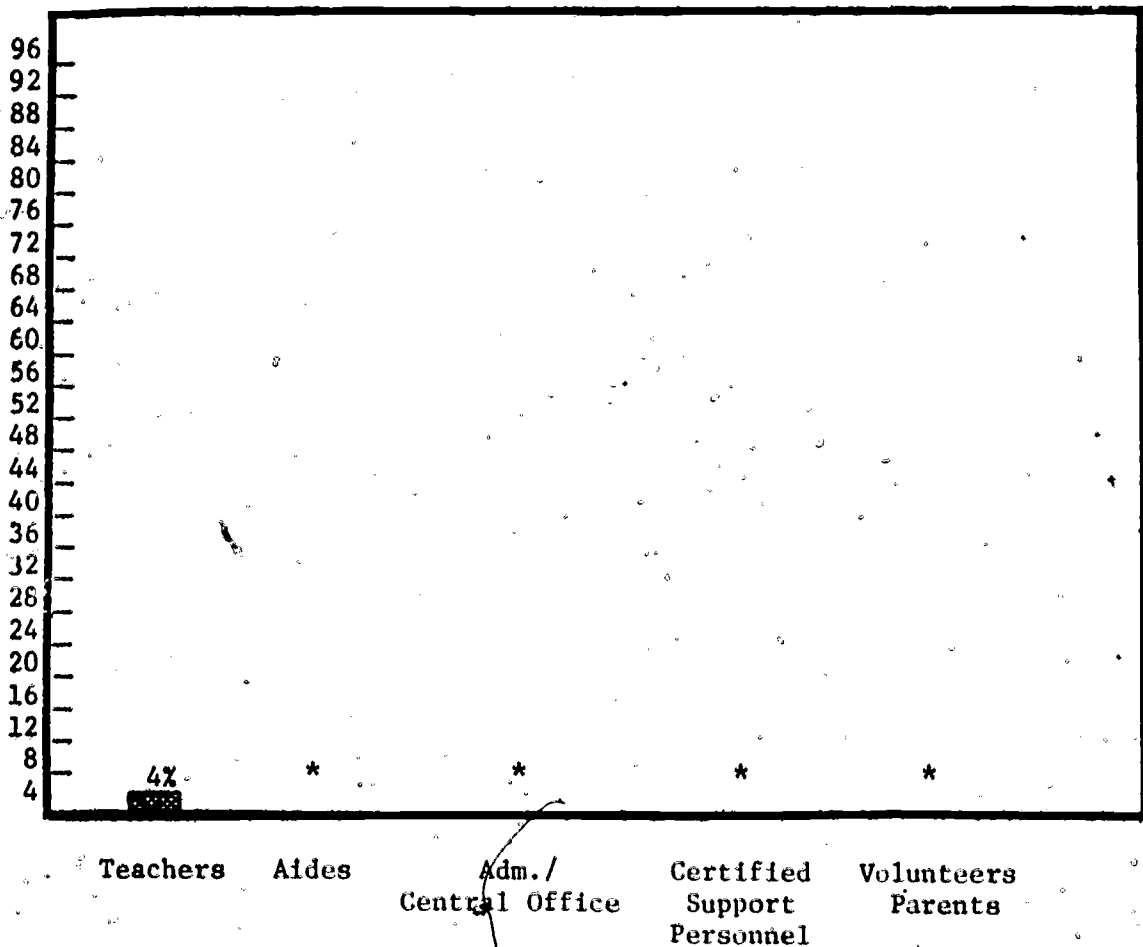
PERSONNEL SERVED BY OCCUPATIONAL INVESTIGATION  
DURING PROJECT YEAR BY POSITION

POSITION	Total
Teachers	52
Aides	5
Administrators	15
Cert. Support Personnel	0
Volunteers/Parents	3
Students	1,258
ESC/TEA	0
Business/Industry Personnel	2
TEC/Chamber of Commerce	0
Other	1

TABLE 20

PERSONNEL SERVED BY OCCUPATIONAL INVESTIGATION  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT

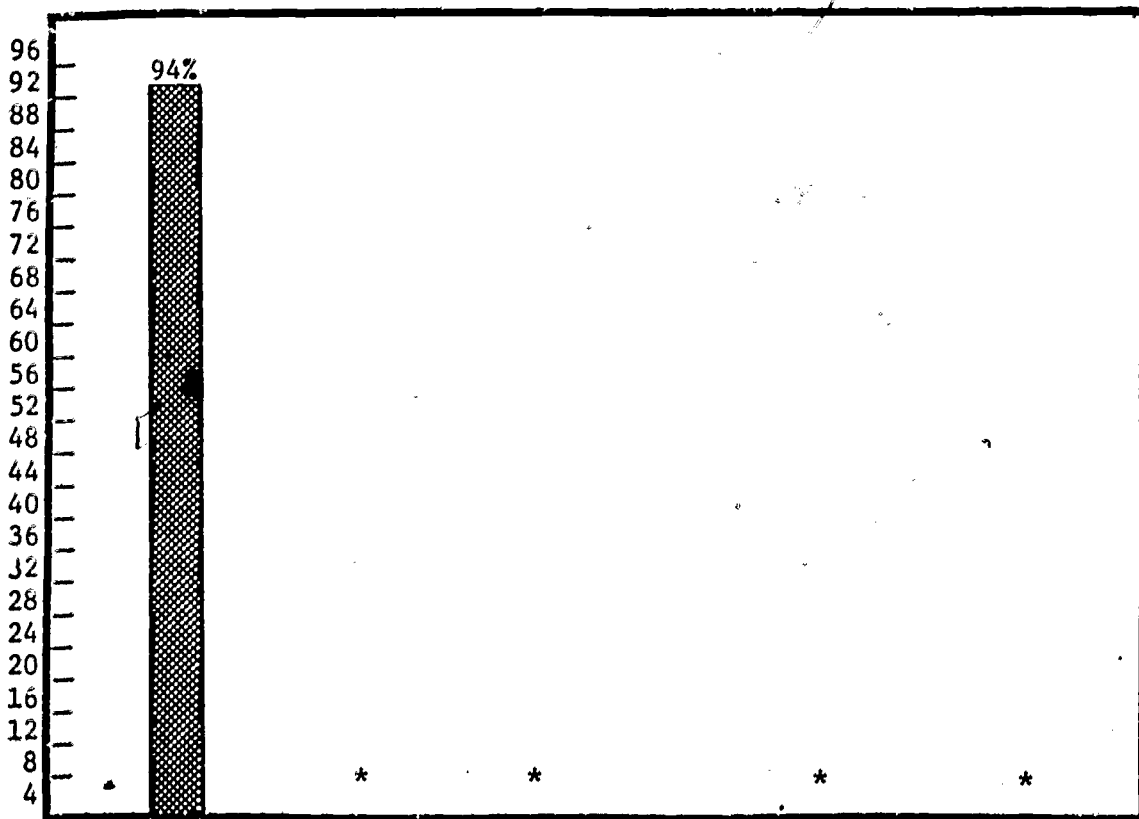


\*Less than 2 percent

TABLE 20 (CONTINUED)

PERSONNEL SERVED BY OCCUPATIONAL INVESTIGATION  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



Students      ESC/TEA      Business/      TEC/ Cham.      Other  
Industry Pers.      of Comm. Pers.

\*Less than 2 percent

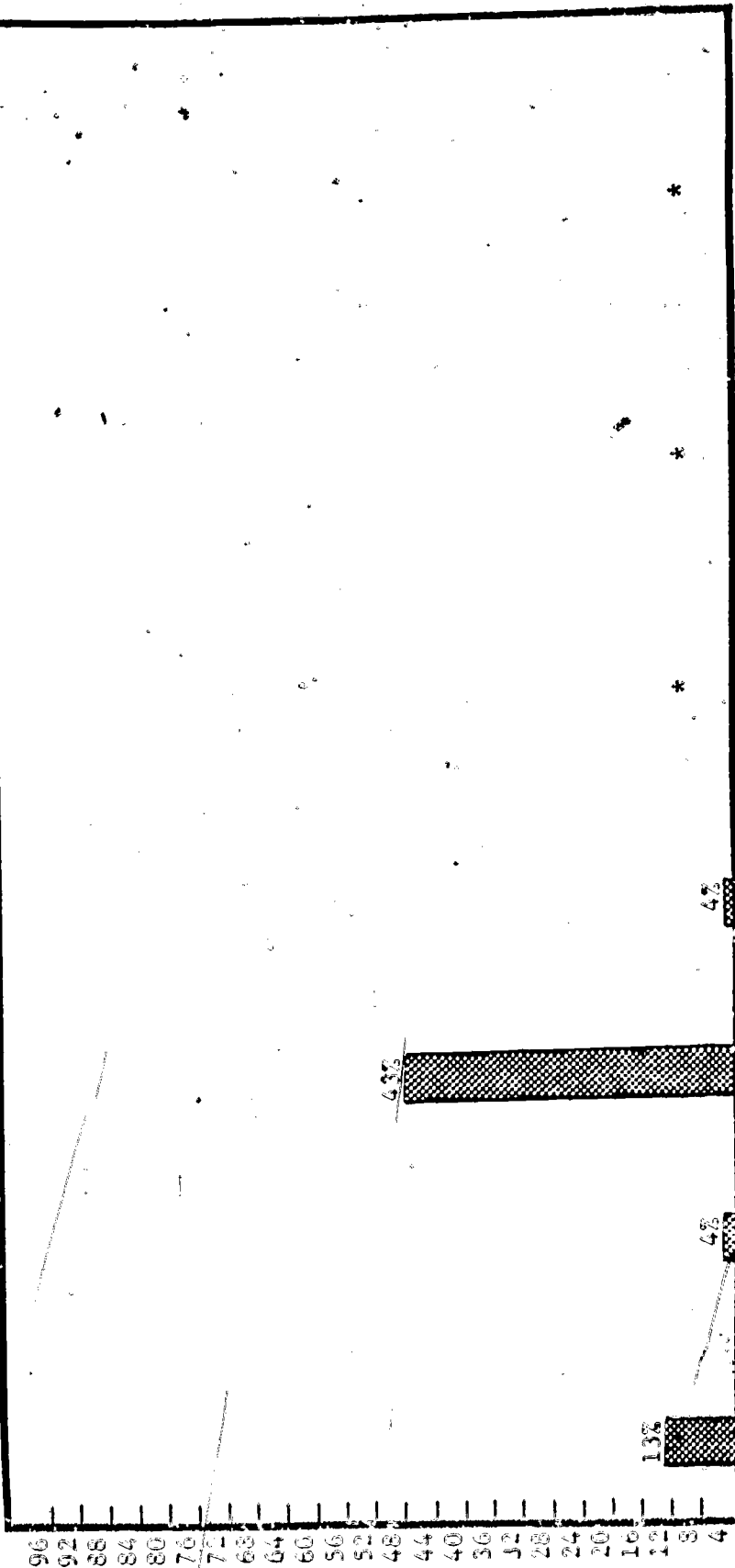
TABLE 21

NUMBER OF TIMES TARGETED ACTIVITY WAS PERFORMED  
IN OCCUPATIONAL INVESTIGATION

TARGETED ACTIVITIES	Total
Arranging/Conducting Field Trips	9
Supplying Teaching Aids	3
Securing/Assisting Resource Speakers	30
Teacher Conferences about C/E	3
Adm/Support Personnel Conferences about C/E	0
Arranging/Conducting Assembly Programs	0
Visiting/Surveying Business and Industry	0
Speaker: Public School	15
Speaker: Business/Parent or Community Group	1
Demonstration/Unit Teaching	6
Administering/Interpreting Tests	0
Group Guidance Sessions	1
Regional/State Conferences	0
Other	1

TABLE 22  
CONSULTING ACTIVITIES FOR OCCUPATIONAL INVESTIGATION  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



\*Less than 2 percent



TABLE 22 (CONTINUED)  
CONSULTING ACTIVITIES FOR OCCUPATIONAL INVESTIGATION  
(PERCENTAGE COMPARISONS)

AUGUST, 1974 THROUGH MAY, 1975

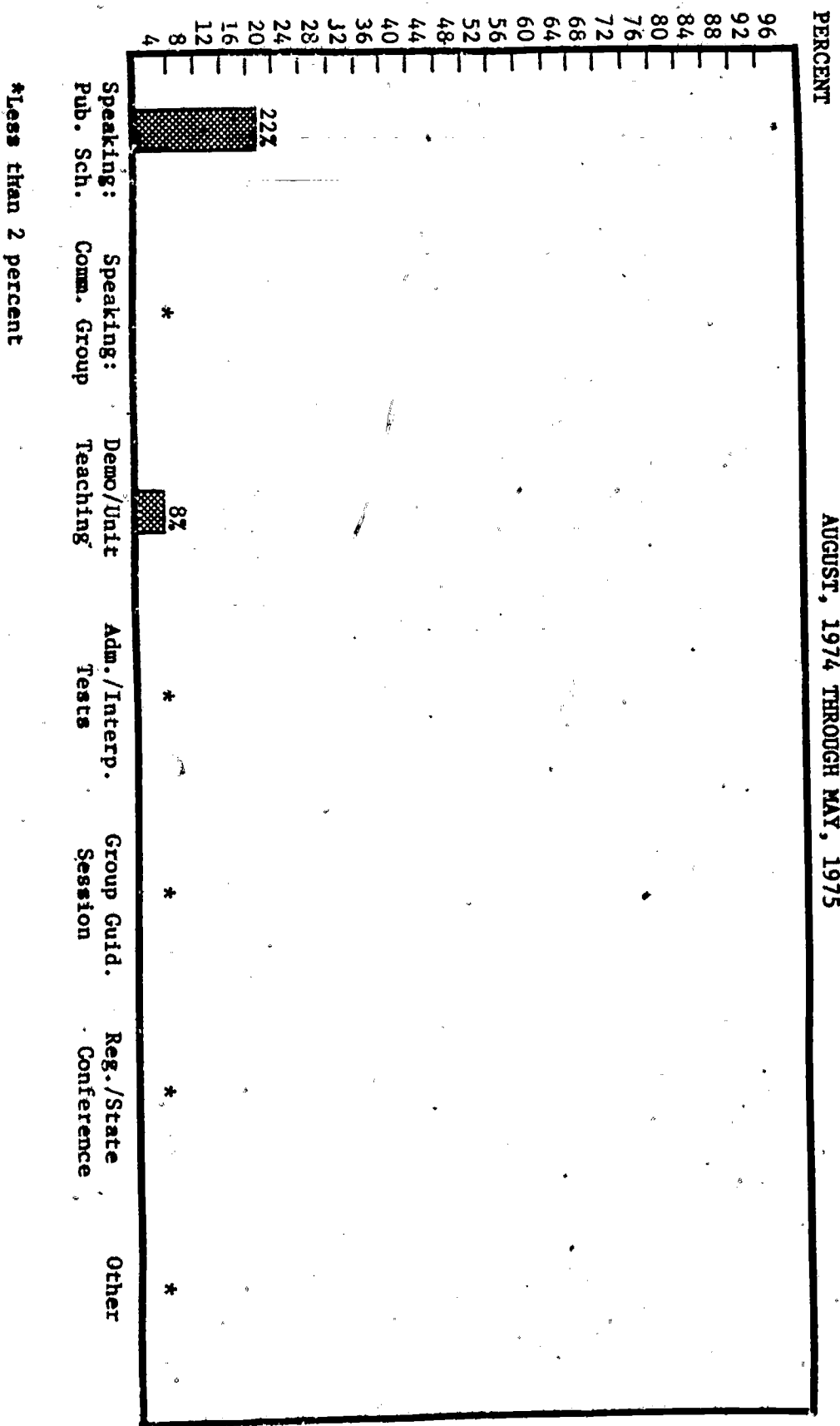
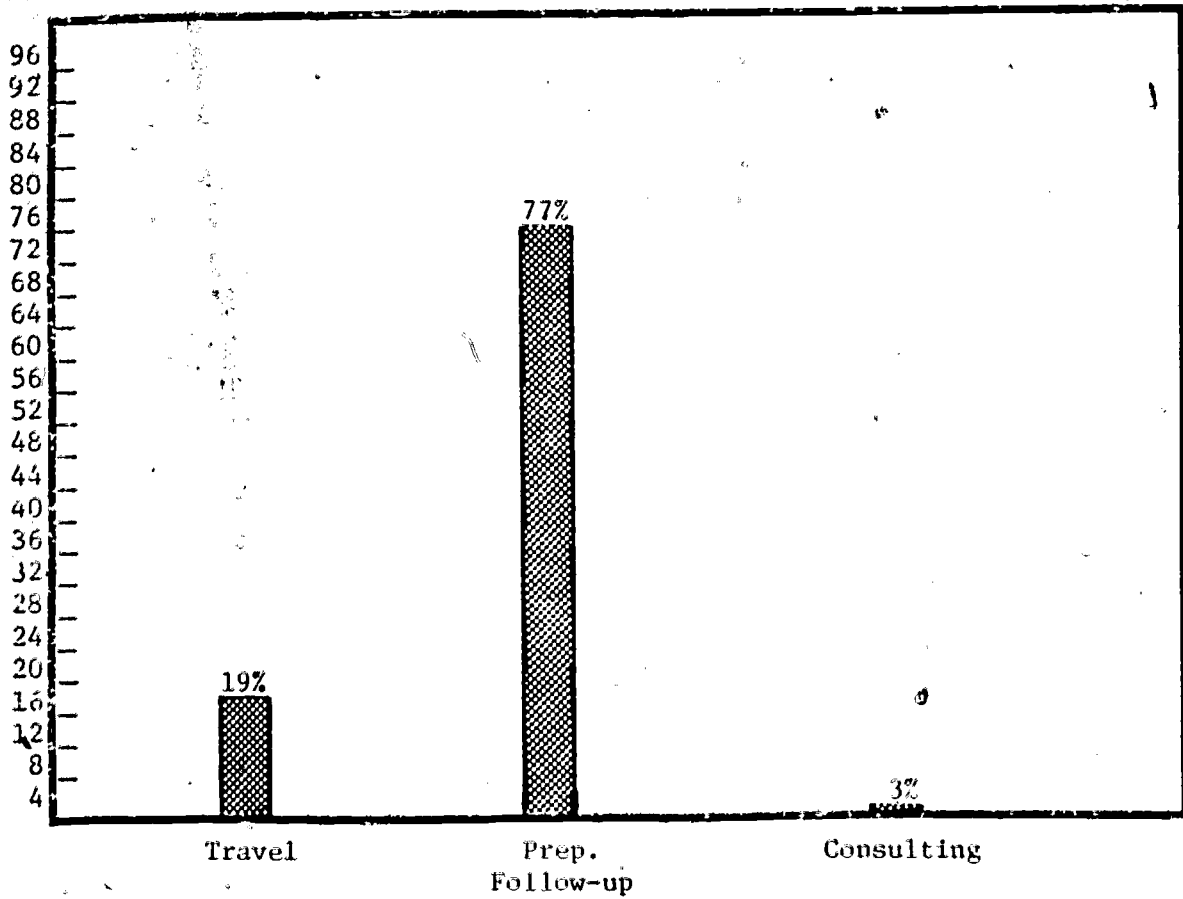


TABLE 23

PROJECT ACTIVITY MAN-HOUR ANALYSIS  
FOR OCCUPATIONAL INVESTIGATION  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



1975, shows the major efforts by time spent in three areas. These areas with percent of time are:

- . Preparation and Follow-up, 77 percent
- . Travel, 19 percent
- . Consulting, three percent.

3. Conclusions and Recommendations. The occupational investigation component was successful at the fully attained level with the following strengths:

- . instructional program which provided classroom instruction for students with an orientation to the total field of careers
- . opportunities for students to make a self-appraisal and base educational and occupational planning on this appraisal
- . made student assessment of program effectiveness
- . showed marked improvement over the previous year.

The major weaknesses of the occupational investigation program were:

- . need to provide services to more students and schools
- . one principal suggested the need to coordinate what was done in investigation with the orientation.

The recommendations for the improvement of the occupational investigation component are:

- . provide inservice training that would assist project staff to develop objectives for investigation that differ from orientation
- . provide continued test validation to assist project staff in the occupational investigation component.

## OCCUPATIONAL EXPLORATION

1. Program Introduction. The occupational orientation component had four professionals who worked with 1,522 students during the project year.

The major activity was to provide staff, materials, and equipment to provide students an opportunity to explore an occupational field of their choice. The major efforts of the occupational exploration component were:

- provide laboratory experience for students in specific career fields utilizing "hands on" experiences
- provide both cognitive and manipulative skills required by the career field being explored which include:
  - .. business and office occupations
  - .. media and communications
  - .. health occupations
  - .. fine arts and humanities
- provide career information about the career fields being explored.

2. Objectives and Analysis. Each of the occupational exploration component objectives is stated with an analysis of the objectives.

### Objective 1.

- to provide laboratory experiences in a specific career field or occupational cluster.

This objective was fully attained by the project staff. Table 24, Rating by Counselors of Effectiveness of Occupational Exploration,

TABLE 24  
RATING BY COUNSELORS OF  
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Staff Achievement

	Rating				
	High			Low	
The project has provided staff, materials, and equipment to provide students an opportunity to explore an occupational field of their choice.	5	4	3	2	1
Instructional activities for exploration have:					
1. provided laboratory experiences in a specific career field or occupational cluster	5	9	6	0	0
2. provided "hands on" experiences for exploration instead of job skill development	4	8	8	0	0
3. provided experiences in both the cognitive and manipulative skills required by the occupations in the career field being studied	2	9	9	0	0
4. allowed students to experience both failures and success in the laboratory experiences without being either penalized or rewarded with grades	3	5	10	1	1
5. informed students about which occupations require each of the exploratory activities experienced by the student	6	9	5	0	0
6. provided pretests and posttests to determine the effectiveness of instruction.	4	9	5	1	1

TABLE 24 (CONTINUED)

RATING BY COUNSELORS OF  
EFFECTIVENESS OF OCCUPATIONAL EXPLORATIONStudent Achievement

Providing exploratory activities with both "hands on" and cognitive experiences have assisted students in:

1. exploring their occupational interest in depth	4	9	7	0	0
2. discovering whether they have abilities and aptitudes required by the occupations explored	5	11	4	0	0
3. narrowing their career goals	5	9	5	1	0
4. formulating more specific educational plans to achieve their tentative career goals.	4	10	4	2	0

Table 25, Rating by School Administrators of Effectiveness of Occupational Exploration, and Table 26, Rating by Project Staff of Effectiveness of Occupational Exploration, shows that these groups rated that this objective had been fully attained. The rating was an increase over the previous year.

Objective 2.

- to provide "hands on" experiences for exploration instead of job skill development.

This objective was fully attained by the project staff. Tables 24, 25, and 26, ratings by the different groups participating in the project, indicate that this objective rated at the fully attained level. Again the effectiveness of the project in meeting this objective was greater than the previous year.

Objective 3.

- to provide experiences in both the cognitive and manipulative skills required by the occupations in the career fields being studied.

The data indicates that this objective was fully attained by the project staff. Tables 24, 25, and 26, ratings by the different groups participating in the project, rate the objective as being fully attained. The evaluation shows improvement in meeting this objective over the previous year.

Objective 4.

- to allow students to experience both failures and success in the laboratory experiences without being either penalized or rewarded with grades.

TABLE 25

RATING BY SCHOOL ADMINISTRATORS OF  
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Staff Achievement

	Rating				
	High			Low	
	5	4	3	2	1
The project has provided staff, materials, and equipment to provide students an opportunity to explore an occupational field of their choice.	5	4	3	2	1
Instructional activities for exploration have:					
1. provided laboratory experiences in a specific career field or occupational cluster	2	4	4	0	0
2. provided "hands on" experiences for exploration instead of job skill development	1	5	4	0	0
3. provided experiences in both the cognitive and manipulative skills required by the occupations in the career field being studied	1	7	2	0	0
4. allowed students to experience both failures and success in the laboratory experiences without being either penalized or rewarded with grades	2	4	4	0	0
5. informed students about which occupations require each of the exploratory activities experienced by the student	3	4	3	0	0
6. provided pretests and posttests to determine the effectiveness of instruction	1	5	4	0	0



TABLE 25 (CONTINUED)

RATING BY SCHOOL ADMINISTRATORS OF  
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Student Achievement

Providing exploratory activities with both "hands on" and cognitive experiences have assisted students in:

1. exploring their occupational interest in depth	1	2	7	0	0
2. discovering whether they have abilities and aptitudes required by the occupations explored	1	4	4	1	0
3. narrowing their career goals	2	4	3	1	0
4. formulating more specific educational plans to achieve their tentative career goals.	2	2	4	1	0

TABLE 26

RATING BY PROJECT STAFF OF  
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Staff Achievement

The project has provided staff, materials, and equipment to provide students an opportunity to explore an occupational field of their choice.

## Rating

High

Low

5   4   3   2   1

Instructional activities for exploration have:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. provided laboratory experiences in a specific career field or occupational cluster  | 1 | 5 | 1 | 0 | 0 |
| 2. provided "hands on" experiences for exploration instead of job skill development  | 1 | 5 | 1 | 0 | 0 |
| 3. provided experiences in both the cognitive and manipulative skills required by the occupations in the career field being studied              | 1 | 5 | 1 | 0 | 0 |
| 4. allowed students to experience both failures and success in the laboratory experiences without being either penalized or rewarded with grades | 0 | 2 | 4 | 1 | 0 |
| 5. informed students about which occupations require each of the exploratory activities experienced by the student                               | 1 | 1 | 4 | 0 | 0 |
| 6. provided pretests and posttests to determine the effectiveness of instruction   | 2 | 0 | 5 | 0 | 0 |

TABLE 26 (CONTINUED)

RATING BY PROJECT STAFF OF  
EFFECTIVENESS OF OCCUPATIONAL EXPLORATION

Student Achievement

Providing exploratory activities with both "hands on" and cognitive experiences have assisted students in:

1. exploring their occupational interest in depth	2	3	2	0	0
2. discovering whether they have abilities and aptitudes required by the occupations explored	1	1	5	0	0
3. narrowing their career goals	0	0	5	2	0
4. formulating more specific educational plans to achieve their tentative career goals.	0	1	5	1	0

This objective was adequately met by the project staff as indicated by Tables 24, 25, and 26, ratings by the different groups participating in the project, which increased from partially met during the previous year's evaluation.

Objective 5.

- to inform students about which occupations required each of the exploratory activities experienced by the student.

This objective was fully attained by the project staff as evidenced by Tables 24, 25, and 26, ratings by the different groups participating in the project, which was the same rating as the previous year's evaluation.

Objective 6.

- to provide pretests and posttests to determine the effectiveness of instruction.

This objective was adequately met by the project staff as shown by Tables 24, 25, and 26, ratings by the different groups participating in the project, which showed an increased effectiveness of the project staff over the previous year.

Expected student outcomes were developed as a result of meeting the objectives stated above. These student outcomes were:

- to explore their occupational interest in depth
- to discover whether they have abilities and aptitudes required by the occupations explored
- to narrow their career goals
- to formulate more specific educational plans to achieve their tentative career goals.

These student outcomes were more than adequately met by the project

staff as evidenced by Tables 24, 25, and 26, ratings by the different groups participating in the project. Meeting student outcomes showed a slight increase in effectiveness over the previous year.

Further evidence of this slight gain is demonstrated by student tests. Table 27 presents the results of an analysis of pretest - posttest scores on the Career Education Test (Form A) for a sample of exploration students in the program. The students demonstrated a positive gain. The magnitude of the change yielded a probability value of .06. It appears the students in the program did experience positive change.

TABLE 27

MEANS, STANDARD DEVIATIONS AND t-VALUE FOR EXPLORATION STUDENTS  
(GRADE 9) ON THE CAREER EDUCATION TEST, FORM A (N=100)

	MEAN	STANDARD DEVIATION	t	p
Pretest	27.98	12.05	-1.86	.06
Posttest	30.02	10.94		

Interviews with project staff, school administrators, counselors, and students gave support to the ratings shown above. Some of the comments made were:

- . excellent program and we are applying for our own unit for next year
- . the units were interesting and I know what to expect in an occupation

- lack of articulation between investigation and exploration
- would like to have more "hands on" experiences especially in some different occupations not studied.

Further evidence of the occupational exploration activities as revealed by the management information system shows in Table 28, Number of Times Targeted Activity was Performed in Occupational Exploration, that the major activities of the component staff besides teaching were:

- Securing/Assisting Resource Speakers
- Administrative/Support Personnel Conferences about Career Education
- Arranging/Conducting Field Trips
- Teacher Conferences about Career Education
- Supplying Teaching Aids
- Administering/Interpreting Tests.

Table 29, Consulting Activities for Occupational Exploration (Percentage Comparisons), August, 1974 through May, 1975, indicates the percentage of time spent by exploration teachers in the following activities:

- Securing/Assisting Resource Speakers, 20 percent
- Administrative/Support Personnel Conferences on Career Education, 19 percent
- Arranging/Conducting Field Trips, 18 percent
- Teacher Conferences on Career Education, 17 percent
- Supplying Teaching Aids, 10 percent
- Administering/Interpreting Tests, six percent.

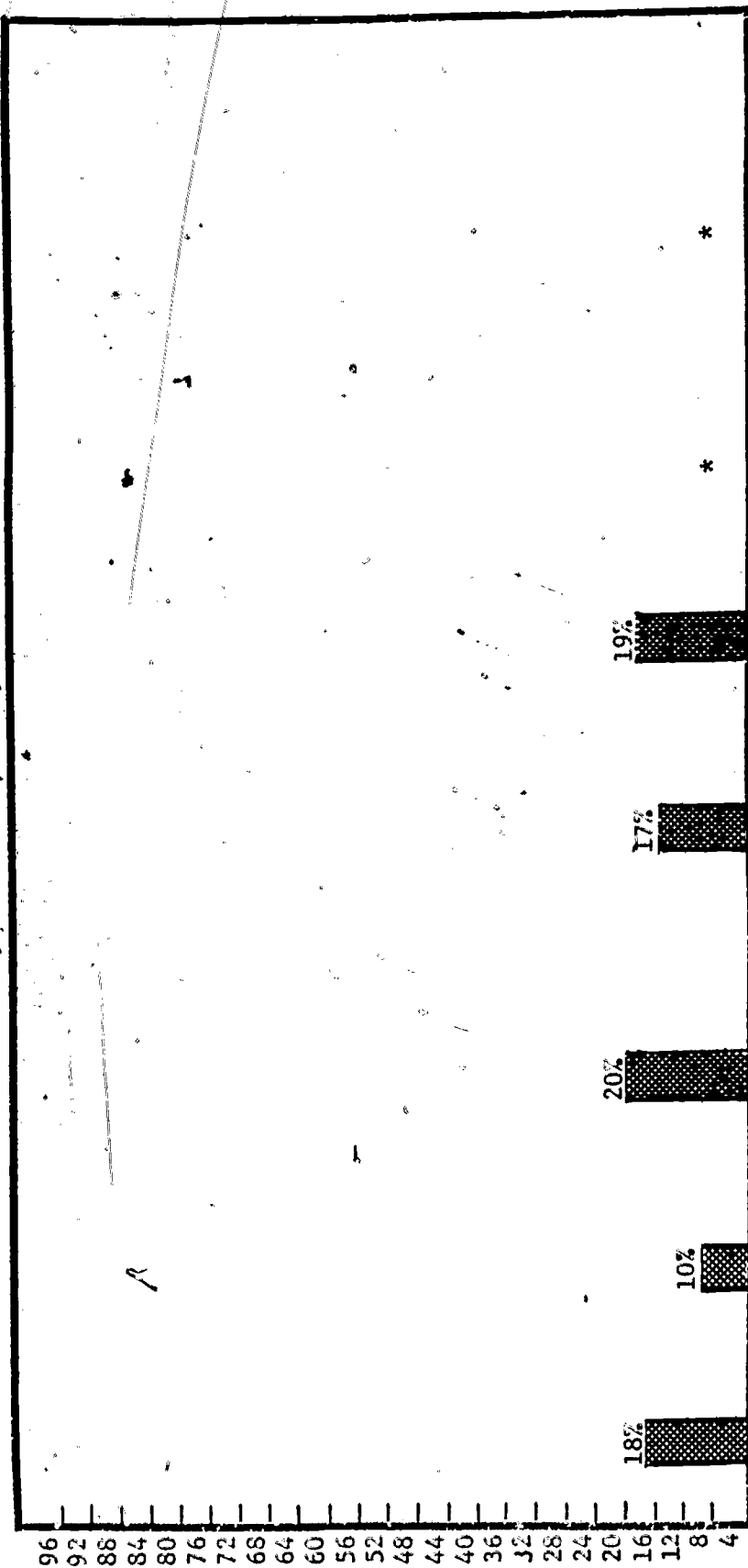
TABLE 28

NUMBER OF TIMES TARGETED ACTIVITY WAS PERFORMED  
IN OCCUPATIONAL EXPLORATION

TARGETED ACTIVITIES	Total
Arranging/Conducting Field Trips	34
Supplying Teaching Aids	19
Securing/Assisting Resource Speakers	38
Teacher Conferences about C/E	33
Adm/Support Personnel Conferences about C/E	37
Arranging/Conducting Assembly Programs	4
Visiting/Surveying Business and Industry	1
Speaker: Public School	0
Speaker: Business/Parent or Community Group	1
Demonstration/Unit Teaching	3
Administering/Interpreting Tests	12
Group Guidance Sessions	0
Regional/State Conferences	1
Other	7

TABLE 29  
CONSULTING ACTIVITIES FOR OCCUPATIONAL EXPLORATION  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



Arr./cond. field trips  
Supplying aids  
Securing/Asst. Resource Speakers  
Tch. Conf. about C/E Pers. conf.  
Arr./Cond. Visiting/Surveying

\* Less than 2 percent



TABLE 29 (CONTINUED)  
CONSULTING ACTIVITIES FOR OCCUPATIONAL EXPLORATION  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

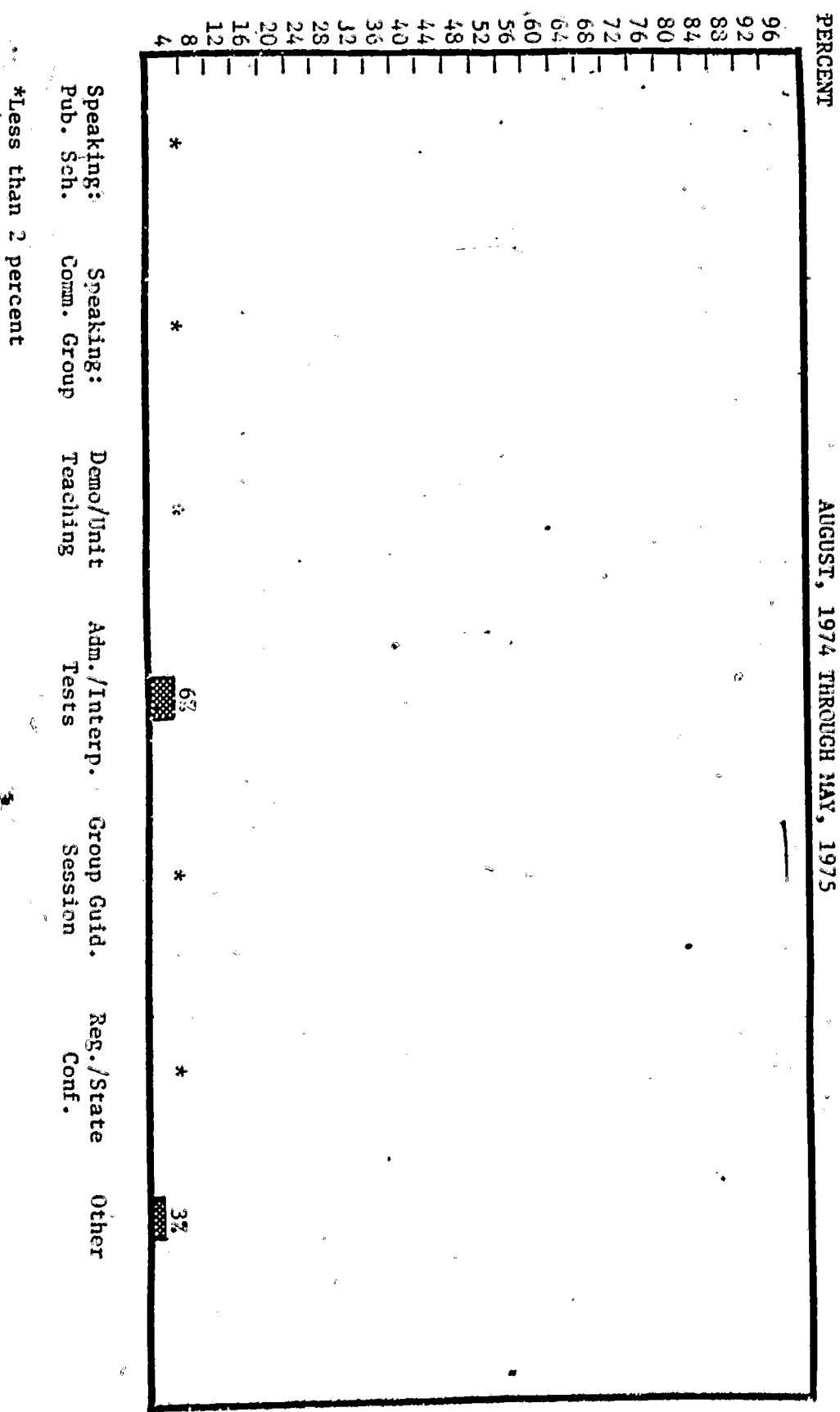


Table 30, Personnel Served by Occupational Exploration During Project Year by Position, shows that the major group served by the project staff was students which represented 88 percent of all groups served as revealed by Table 31, Personnel Served by Occupational Exploration (Percentage Comparisons), August, 1974 through May, 1975.

Table 32, Project Activity Man-Hour Analysis Occupational Exploration (Percentage Comparisons), August, 1974 through May, 1975, shows the time spent in three major areas by the project staff. These were:

- . Travel, 40 percent
- . Preparation and Follow-up, 34 percent
- . Consulting, 26 percent.

3. Conclusions and Recommendations. Some of the strengths of the occupational exploration component were:

- . made significant gains in effectiveness over previous year evaluation
- . competent staff served 1,522 students
- . provided laboratory experiences for students in specific career fields while providing actual "hands on" experiences for students
- . provided career information and exploration in the areas of:
  - .. health occupations
  - .. business and office occupations
  - .. fine arts and humanities
  - .. communications and media.
- . provided cognitive and manipulative skills required by the career fields being explored by the students as demonstrated by test scores

TABLE 30

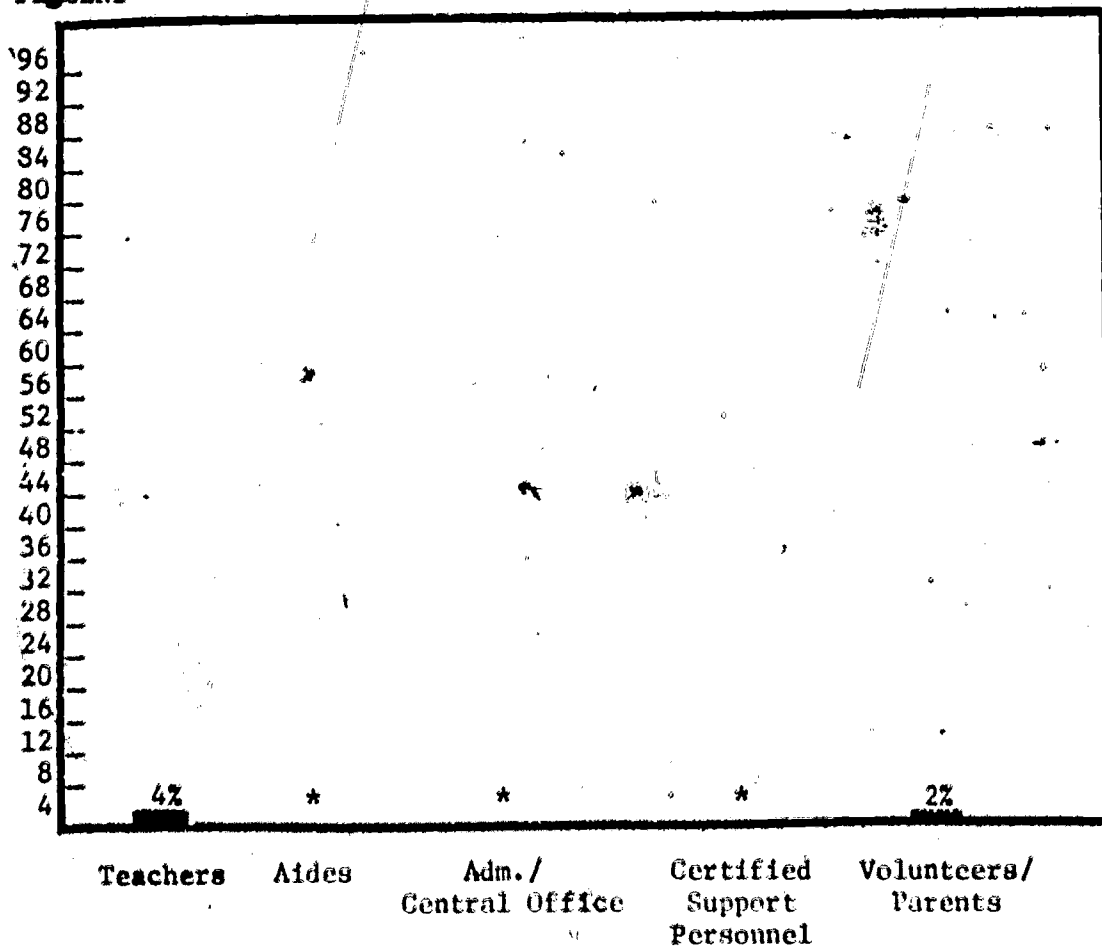
PERSONNEL SERVED BY OCCUPATIONAL EXPLORATION  
DURING THE PROJECT YEAR BY POSITION

POSITION	Total
Teachers	63
Aides	4
Administrators	33
Cert. Support Personnel	22
Volunteers/Parents	44
Students	1,522
ESC/TEA	1
Business/Industry Personnel	4
TEC/Chamber of Commerce	0
Other	47

TABLE 31

PERSONNEL SERVED BY OCCUPATIONAL EXPLORATION  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT

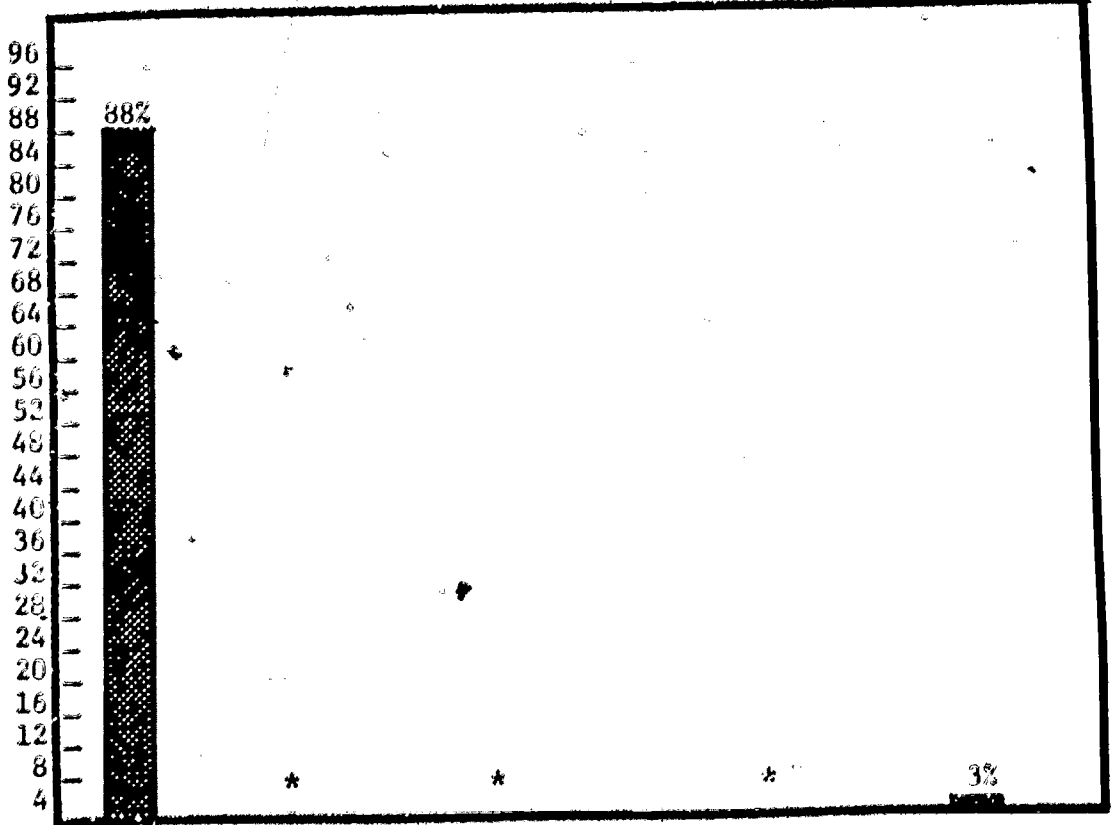


\*Less than 2 percent

TABLE 31 (CONTINUED)

PERSONNEL SERVED BY OCCUPATIONAL EXPLORATION  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



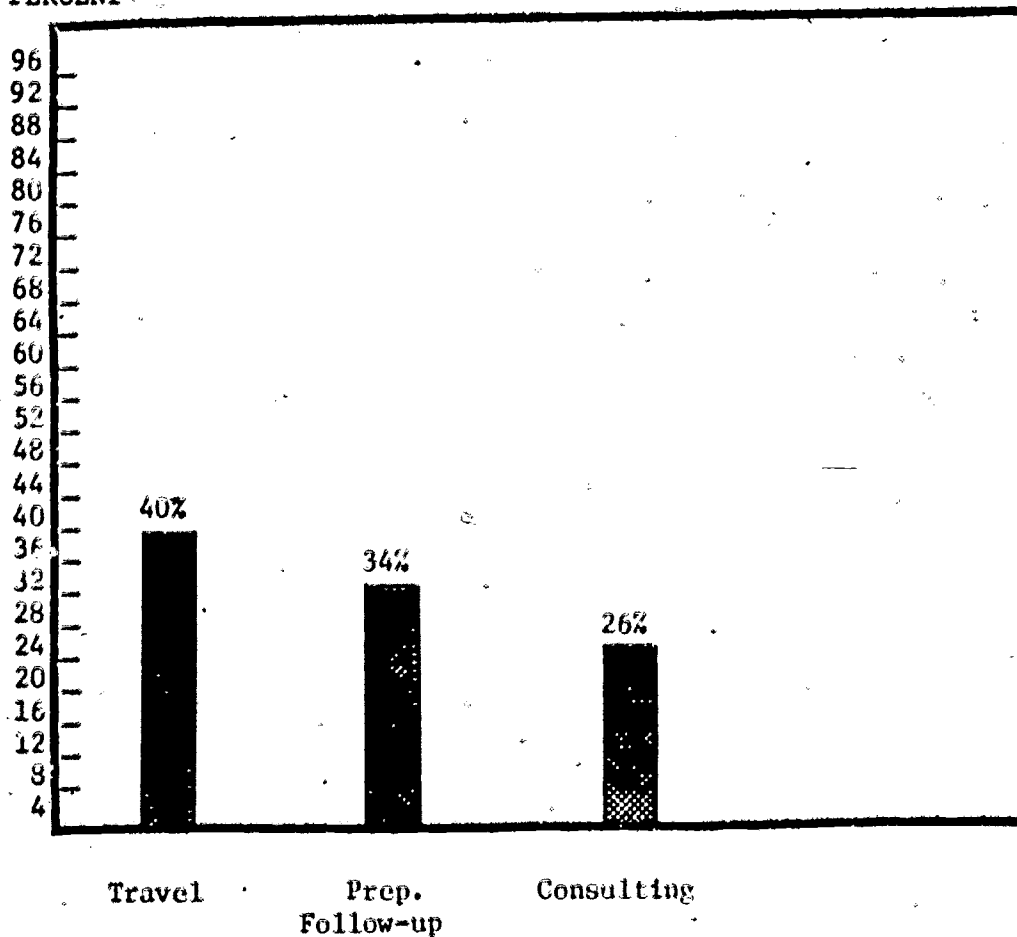
Students    ESC/TEA    Business/  
Industry Pers.    TEC/Cham.  
of Comm. Pers.    Other

\*Less than 2 percent

TABLE 32

PROJECT ACTIVITY MAN-HOUR ANALYSIS  
OCCUPATIONAL EXPLORATION  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



- . provided field trips to reinforce exploration activities.

Some of the weaknesses of the occupational exploration component were:

- . lack of coordination between the investigation and exploration component to clearly define the activities and performance objectives of each component. Students interviewed still reported that much of the information in exploration had been taught in investigation during the previous year
- . lack of a guide or curriculum for planning exploration activities.

Recommendations for improvement of the occupational exploration component are:

- . develop in cooperation with other exploration projects a curriculum guide for exploration. This is essential if students are to realize full benefit from exploration activities
- . develop through inservice with the exploration teachers clearly defined performance objectives
- . develop other exploration units other than the four currently being used by the project
- . closer coordination between investigation and exploration components to provide for articulation of the career education activities.

## INTENSIVE GROUP GUIDANCE

1. Program Introduction. The intensive group guidance component provided staff, materials, and equipment to provide an intensive group occupational guidance and counseling program for students during their last years of school. Three counselors worked in this component where one of the major efforts was the administering and interpreting of the General Aptitude Test Battery to all students in Grade 9 in Grayson County and others in Grades 10-12 who had not previously taken the test.

2. Objectives and Analysis. In their efforts to carry out the overall effort of providing intensive group occupational guidance and counseling, the project staff of the intensive group guidance implemented the following objectives. These objectives will be stated with an analysis of how well the objective was met.

### Objective 1.

- to administer and interpret the General Aptitude Test Battery to all ninth grade students who desire to take the test.

This objective was fully attained by the project staff of the intensive group guidance component as shown by Table 33, Rating by Counselors of Effectiveness of Intensive Group Guidance, Table 34, Rating by School Administrators of Effectiveness of Intensive Group Guidance, and Table 35, Rating by Project Staff of Effectiveness of Intensive Group Guidance. The ratings of all personnel exceeded four or the fully attained level which was the same level of accomplishment as the previous year.



TABLE 33

RATING BY COUNSELORS OF  
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

Staff Achievement

The project has provided staff, materials, and equipment to provide an intensive group occupational guidance and counseling program for students during their last years of school.

## Rating

High	Low			
5	4	3	2	1

To achieve the objectives of this component the staff has conducted as a minimum:

1. the administration and interpretation of the General Aptitude Test Battery to all 9th grade students who desired and made themselves available for this service at the time it was provided
2. group vocational guidance sessions
3. individual vocational counseling sessions
4. consultation with teachers for the purpose of assisting students in career planning or career preparation.

5	2	0	0	0
---	---	---	---	---

5	2	0	0	0
---	---	---	---	---

5	2	0	0	0
---	---	---	---	---

4	3	0	0	0
---	---	---	---	---

Student Benefits

Providing intensive vocational guidance activities have assisted students in:

1. developing an attitude of respect for the dignity and value of work
2. learning about various occupations

4	3	0	0	0
---	---	---	---	---

5	2	0	0	0
---	---	---	---	---

TABLE 33 (CONTINUED)

RATING BY COUNSELORS OF  
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

	Rating				
	High				Low
	5	4	3	2	1
3. relating the educational progress to the world of work	4	3	0	0	0
4. making adequate realistic self-appraisals with regards to post-high school plans	4	3	0	0	0
5. developing job-seeking techniques and skills necessary to improve their success in entering the labor market	5	2	0	0	0
6. increasing their awareness of and developing competencies in social and work related interpersonal relationships and attitudes	5	2	0	0	0
7. analyzing themselves as potentially employable citizens of their community.	5	2	0	0	0

TABLE 34

RATING BY SCHOOL ADMINISTRATORS OF  
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

Staff Achievement

The project has provided staff, materials, and equipment to provide an intensive group occupational guidance and counseling program for students during their last years of school.

Rating				
High				Low
5	4	3	2	1

To achieve the objectives of this component the staff has conducted as a minimum:

1. the administration and interpretation of the General Aptitude Test Battery to all 9th grade students who desired and made themselves available for this service at the time it was provided	5	2	0	0	0
2. group vocational guidance sessions	5	2	0	0	0
3. individual vocational counseling sessions	4	3	0	0	0
4. consultation with teachers for the purpose of assisting students in career planning or career preparation.	2	4	1	0	0

Student Benefits

Providing intensive vocational guidance activities have assisted students in:

1. developing an attitude of respect for the dignity and value of work	3	3	1	0	0
2. learning about various occupations	6	1	0	0	0

TABLE 34 (CONTINUED)

RATING BY SCHOOL ADMINISTRATORS OF  
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

	Rating				
	High		Low		
	5	4	3	2	1
3. relating the educational progress to the world of work	2	5	0	0	0
4. making adequate realistic self-appraisals with regards to post-high school plans	2	5	0	0	0
5. developing job-seeking techniques and skills necessary to improve their success in entering the labor market	3	4	0	0	0
6. increasing their awareness of and developing competencies in social and work related interpersonal relationships and attitudes	2	4	1	0	0
7. analyzing themselves as potentially employable citizens of their community.	3	4	0	0	0

TABLE 35

RATING BY PROJECT STAFF OF  
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

Staff Achievement

The project has provided staff, materials, and equipment to provide an intensive group occupational guidance and counseling program for students during their last years of school.

Rating				
High			Low	
5	4	3	2	1

To achieve the objectives of this component the staff has conducted as a minimum:

1. the administration and interpretation of the General Aptitude Test Battery to all 9th grade students who desired and made themselves available for this service at the time it was provided	7	0	2	0	0
2. group vocational guidance sessions	7	0	2	0	0
3. individual vocational counseling sessions	3	4	2	0	0
4. consultation with teachers for the purpose of assisting students in career planning or career preparation.	3	2	2	2	0

Student Benefits

Providing intensive vocational guidance activities have assisted students in:

1. developing an attitude of respect for the dignity and value of work	7	0	2	0	0
2. learning about various occupations	2	6	1	0	0

TABLE 35 (CONTINUED)

RATING BY PROJECT STAFF OF  
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

	Rating				
	High			Low	
	5	4	3	2	1
3. relating the educational progress to the world of work	1	6	3	0	0
4. making adequate realistic self-appraisals with regards to post-high school plans	2	5	2	0	0
5. developing job-seeking techniques and skills necessary to improve their success in entering the labor market	0	5	3	1	0
6. increasing their awareness of and developing competencies in social and work related interpersonal relationships and attitudes	0	6	3	0	0
7. analyzing themselves as potentially employable citizens of their community.	1	5	3	0	0

#### Objective 2.

- . to provide group guidance sessions.

This objective was fully attained by the project staff of the intensive group guidance component as evidenced by Tables 33, 34, and 35, ratings of different personnel involved in the intensive group guidance component. The overall ratings by involved personnel exceeded four or the fully attained level. Two of the students interviewed who participated in the program were well informed and had high praise concerning the program. The principal of the school was asked to select two students at random who were participants. The principal was also well informed concerning the program.

#### Objective 3.

- . to provide individual vocational counseling sessions.

This objective was fully attained by the project staff as documented by Tables 33, 34, and 35, ratings of the different personnel participating in the intensive group guidance component. The overall ratings by all personnel involved in the intensive group guidance component exceeded the four or fully attained level. Again the rating equaled the performance of the previous year.

#### Objective 4.

- . to provide consultation with teachers for the purpose of assisting students in career planning or career preparation.

This objective was more than adequately met by the project staff as indicated by Tables 33, 34, and 35, ratings of personnel participating in the intensive group guidance component. The overall

rating by the personnel involved in the intensive group guidance component was more than three or the more than adequately met level.

The overall project effort was supposed to benefit students by providing intensive vocational guidance activities with the following student outcomes.

Student Outcome 1.

- . to develop an attitude of respect for the dignity and value of work.

This student outcome was fully attained as shown by Tables 33, 34, and 35, ratings by personnel involved in the intensive group guidance component. Further evidence is shown in Table 36, Rating by Students of Effectiveness of Intensive Group Guidance, where students said the objective was met beyond expectation. A total of 38 students rate the outcome as being met while two rate the outcome as not being met.

Student Outcome 2.

- . to learn about various occupations.

This student outcome was fully attained as evidenced by Tables 33, 34, and 35, ratings by personnel participating in the intensive group guidance component. Table 36, ratings by students, shows that 39 students felt the outcome had been met while only one indicated the outcome was not met by the project.

Student Outcome 3.

- . to relate the educational progress to the world of work.

This student outcome was fully attained as shown by Tables 33, 34, and 35, ratings by personnel participating in the intensive group



TABLE 36

RATING BY STUDENTS OF  
EFFECTIVENESS OF INTENSIVE GROUP GUIDANCE

Have the intensive vocational guidance activities assisted you in:		YES	NO
1.	developing an attitude of respect for the dignity and value of work	38	2
2.	learning about various occupations	39	1
3.	relating the educational progress of the world of work	37	3
4.	making adequate realistic self-appraisals with regards to your post-high school plans	37	3
5.	developing job-seeking techniques and skills necessary to improve your success in entering the labor market	36	4
6.	increasing your awareness of and developing competencies in social and work related interpersonal relationships and attitudes	34	6
7.	analyzing yourself as a potentially employable citizen of your community?	40	0

guidance component. Table 36, ratings by students involved in intensive group guidance, indicates 37 felt the student outcome was met while three indicated the student outcome was not met by the project.

#### Student Outcome 4.

- . to make adequate realistic self-appraisals with regards to post-high school plans.

Tables 33, 34, and 35, ratings by the personnel involved in the intensive group guidance component, show that the student outcome was fully attained. Furthermore, full agreement is shown in Table 36, ratings by students participating in intensive group guidance, where 37 students felt the outcome had been achieved while three indicated the outcome had not been met by the project.

#### Student Outcome 5.

- . to develop job-seeking techniques and skills necessary to improve their success in entering the labor market.

This student outcome was fully attained as shown by Tables 33, 34, and 35, ratings by personnel participating in the intensive group guidance component. Table 36, ratings of students participating in the intensive group guidance, further supports the attainment of this student outcome as 36 students showed the outcome met while four indicated the outcome not met by the project.

#### Student Outcome 6.

- . to increase student's awareness of and developing competencies in social and work related interpersonal relationships and attitudes.

This student outcome was fully attained as indicated by Tables 33, 34, and 35, ratings of personnel participating in the intensive group guidance component. Table 36, ratings by students participating in intensive group guidance, shows that 34 students rate the outcome met while six rated the outcome as not being met by the project.

This outcome received the lowest level of accomplishment by students.

#### Student Outcome 7.

- .. to analyze themselves as potentially employable citizens of their community.

This student outcome was fully attained as evidenced by Tables 33, 34, and 35, ratings of personnel participating in the intensive group guidance component.

Table 36, ratings by students participating in intensive group guidance, indicates all 40 students felt the outcome had been met while none felt the outcome had not been met by the project.

Another aspect of the evaluation effort concerning student outcomes consisted of the collection of pretest-posttest data on seniors participating in intensive group guidance activities. Table 37, Pretest and Posttest Results for Senior Level Students on the Variable: Vocational Information and Efficiency, presents the results in the area of vocational information and efficiency for students reaching the specific criterion level. The students in the guidance group gained 18.31 percent while the control or nontreatment group only gained 1.9 percent. This indicates the effectiveness of the group guidance component.

TABLE 37

PRETEST AND POSTTEST RESULTS FOR SENIOR  
LEVEL STUDENTS ON THE VARIABLE: VOCATIONAL  
INFORMATION AND EFFICIENCY

GROUPS	N	PRETEST	POSTTEST	INCREASE
Guidance Group	156	60.25	78.56	18.31%
Control Group	27	65.3	67.2	1.9%

Personnel involved in the group guidance component along with students who participated were interviewed. The persons interviewed support the evidence already presented concerning component effectiveness. One of the strongest comments made was concerning the outstanding work done by the project staff in administering and interpreting the General Aptitude Test Battery. One principal said, "This was one of the most successful activities of the project."

Additional support which indicates the success of the intensive group guidance component is shown in Table 38, Personnel Served by Intensive Group Guidance During Project Year by Position, and Table 39, Personnel Served by Intensive Group Guidance (Percentage Comparisons), August, 1974 through May, 1975, which indicates that the largest group served was students which represent 88 percent with the next largest group being Certified Support Personnel which represented only six percent of the total served.

TABLE 38

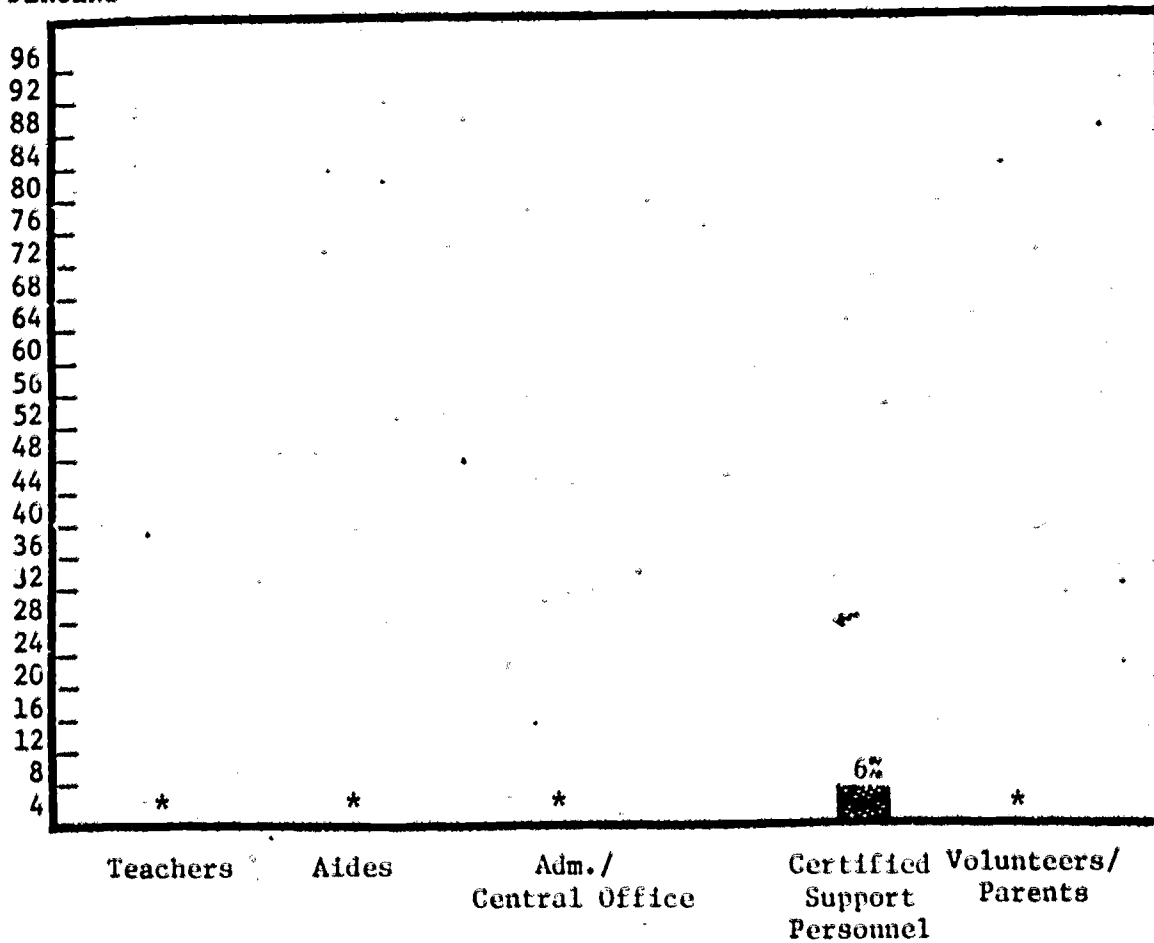
PERSONNEL SERVED BY INTENSIVE GROUP GUIDANCE  
DURING PROJECT YEAR BY POSITION

POSITION	Total
Teachers	77
Aides	0
Administrators	77
Cert. Support Personnel	295
Volunteers/Parents	0
Students	4,414
ESC/TEA	1
Business/Industry Personnel	20
TEC/Chamber of Commerce	4
Other	109

TABLE 39

PERSONNEL SERVED BY INTENSIVE GROUP GUIDANCE  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



\*Less than 2 percent

TABLE 39 (CONTINUED)

PERSONNEL SERVED BY INTENSIVE GROUP GUIDANCE  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

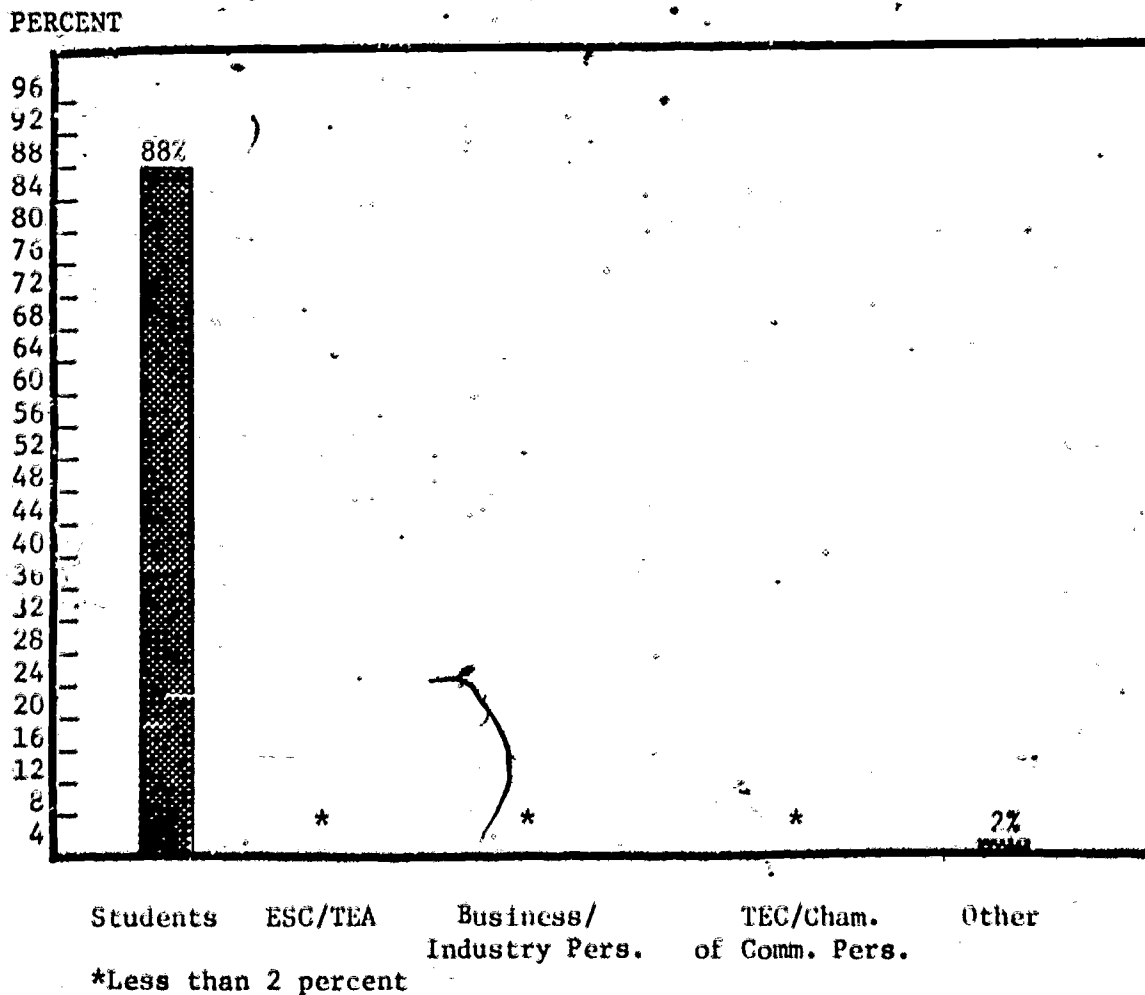


Table 40, Number of Times Targeted Activity was Performed in Intensive Group Guidance, shows activities while Table 41, Consulting Contacts for Intensive Group Guidance (Percentage Comparisons), August, 1974 through May, 1975, shows percentages by activities. These in rank order are:

- . Administering/Interpreting Tests, 32 percent
- . Group Guidance Sessions, 15 percent
- . Administrative/Support Personnel Conferences about Career Education, 11 percent
- . Other, nine percent
- . Securing/Assisting Resource Speakers, five percent
- . Teacher Conference about career education, five percent.

Table 42, Project Activity Man-Hour Analysis for Intensive Group Guidance (Percentage Comparisons), August, 1974 through May, 1975, shows the percentage of man hours in three categories. These are:

- . Consulting, 43 percent
- . Travel, 33 percent.
- . Preparation and Follow-up, 23 percent.

3. Conclusions and Recommendations. The data indicates the objectives of the intensive group guidance component were fully attained with the following strengths:

- . a slight increase in performance over previous year
- . student outcomes were realized with support from participating students supporting the data
- . strong support from personnel for the activities especially the



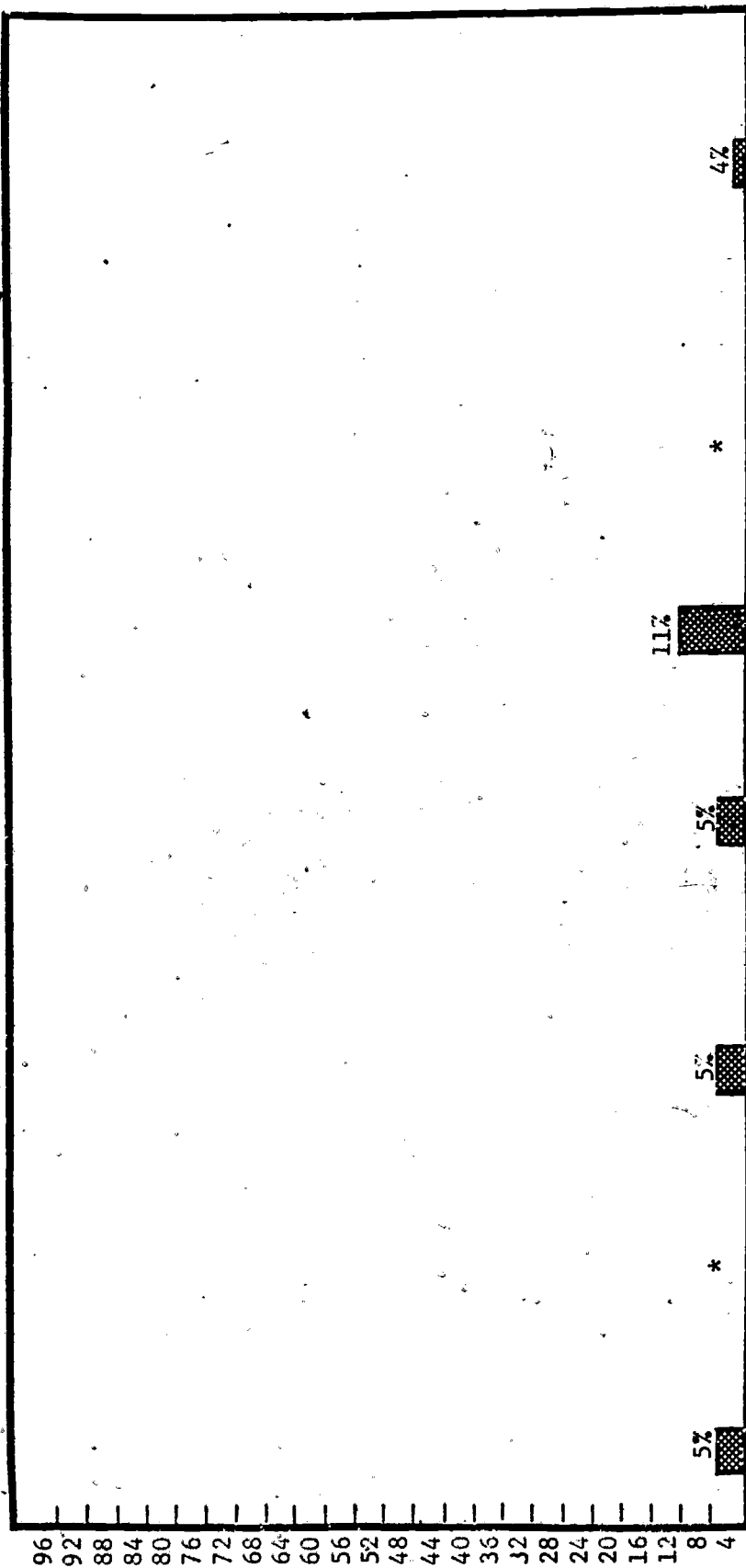
TABLE 40

NUMBER OF TIMES TARGETED ACTIVITY WAS PERFORMED  
IN INTENSIVE GROUP GUIDANCE

TARGETED ACTIVITIES	Total
Arranging/Conducting Field Trips	15
Supplying Teaching Aids	1
Securing/Assisting Resource Speakers	13
Teacher Conferences about C/E	14
Adm/Support Personnel Conferences about C/E	31
Arranging/Conducting Assembly Programs	2
Visiting/Surveying Business and Industry	13
Speaker: Public School	5
Speaker: Business/Parent or Community Group	2
Demonstration/Unit Teaching	12
Administering/Interpreting Tests	86
Group Guidance Sessions	40
Regional/State Conferences	8
Other	24

TABLE 41  
CONSULTING CONTACTS FOR INTENSIVE GROUP GUIDANCE  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



Arr./Cond. Field Trips    Supplying Tch. Aids    Securing/Asst. Resource Speakers    Tch. Conf. about C/E    Adm./Support Arr./Cond. Pers. Conf. Assembly Prog.    Visiting/Surveying Bus. and Ind.

\*Less than 2 percent

TABLE 4.1 (CONTINUED)  
CONSULTING CONTACTS FOR INTENSIVE GROUP GUIDANCE  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

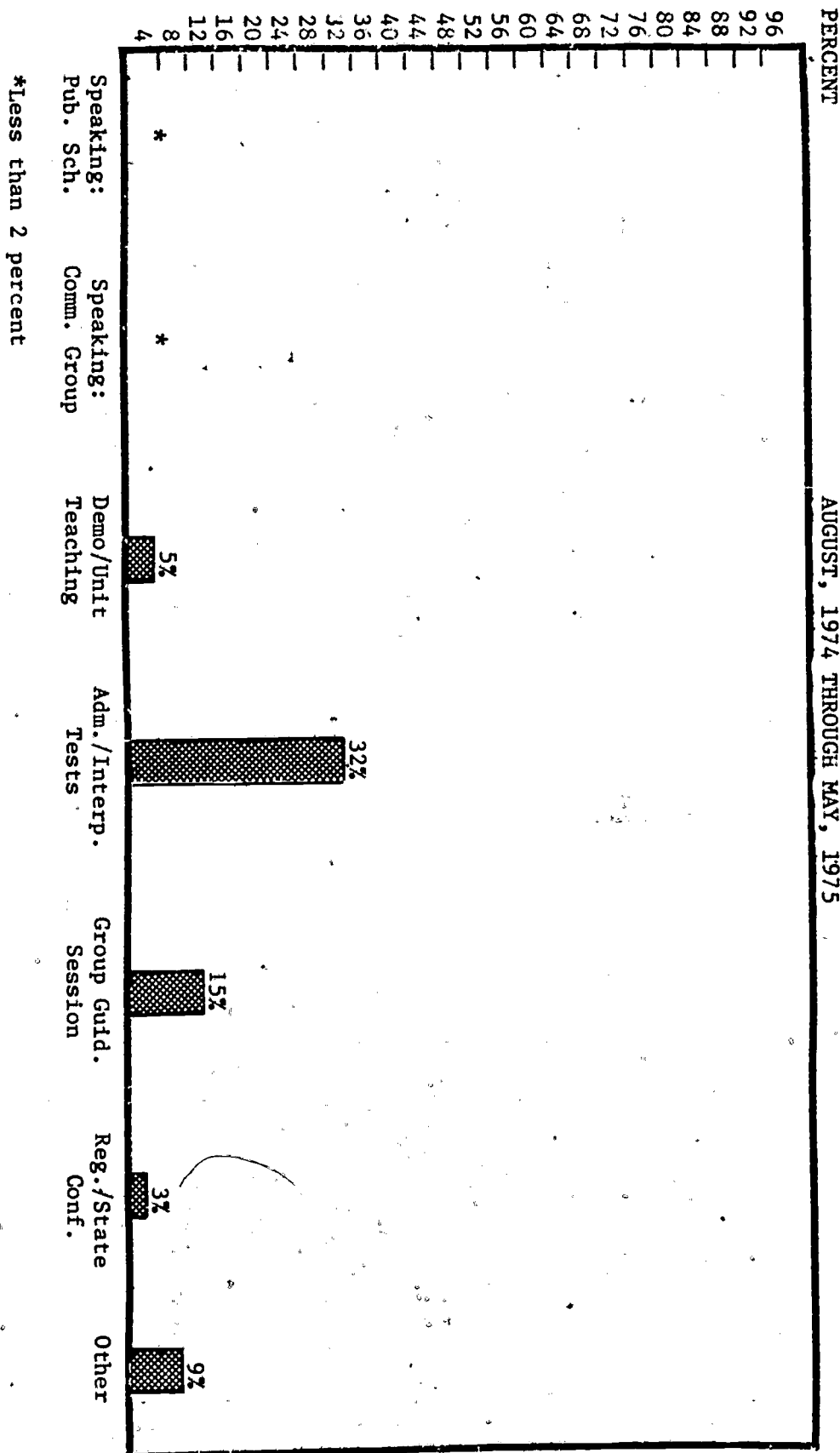
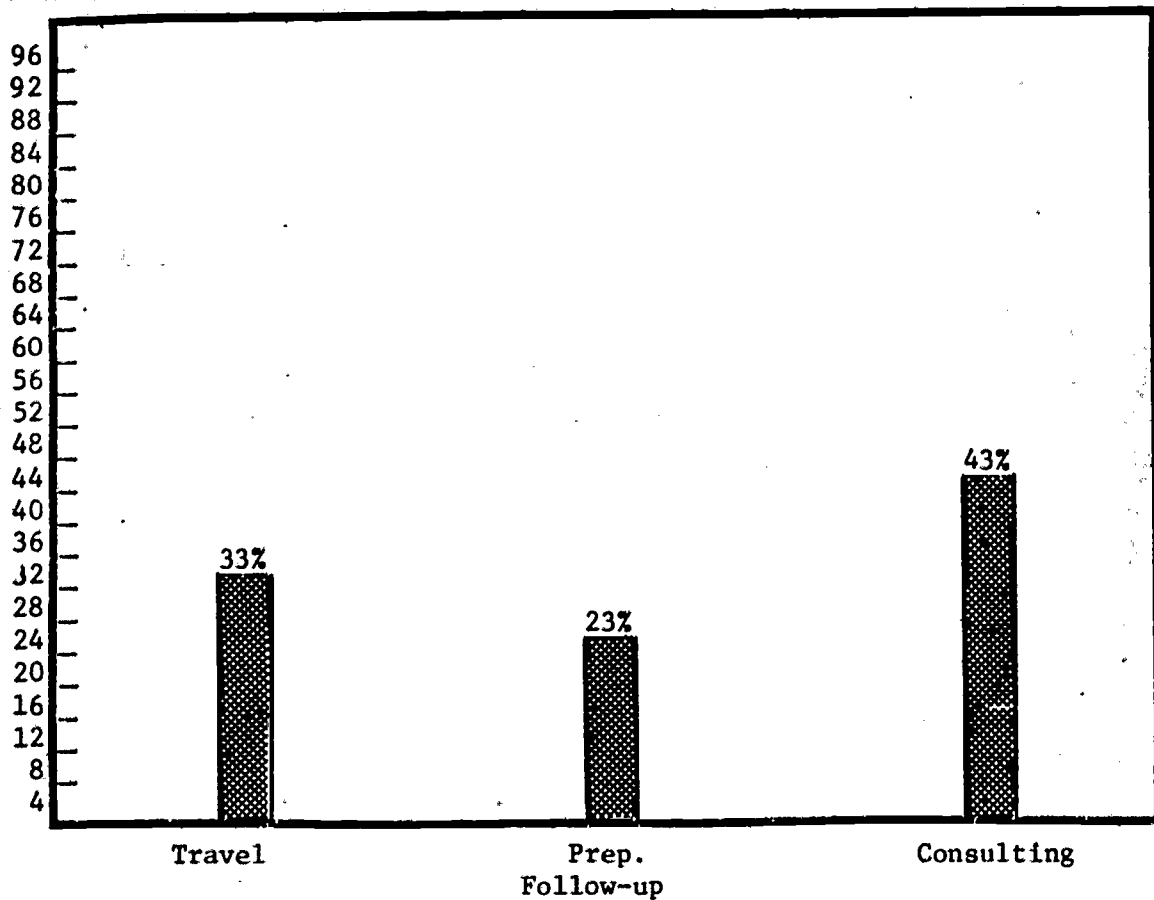


TABLE 42

PROJECT ACTIVITY MAN-HOUR ANALYSIS FOR  
INTENSIVE GROUP GUIDANCE  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



administering and interpreting the General Aptitude Test Battery

- . information from the General Aptitude Test Battery assisted counselors and students in program planning for the individual student.

Some of the weaknesses of the intensive group guidance component were:

- . three counselors have an extremely heavy workload during test time.

Recommendations for the intensive group guidance component include:

- . more even distribution of the General Aptitude Test Battery during the school year to balance the workload
- . better documentation of student performance in the group sessions.

## PLACEMENT AND FOLLOW-UP

1. Program Introduction. The objective of all vocational training is to prepare for gainful employment. If employment is not obtained within a reasonable time following graduation, all of the training given the student is lost. The public schools of Grayson County are training students capable of performing in a variety of skill jobs and employers are seeking trained workers for jobs. The placement and follow-up activities\* provided a liaison between the employment agencies, the business community, the source of trained personnel, and the public schools.

The placement and follow-up director has developed a program for providing placement services for seniors through job interviews with prospective employers. Follow-up has begun on graduating seniors. Other activities include visit with businesses and industries in Grayson County, met with Texas Employment Commission, conducted job referral service, work with career day, and collect exit information on graduating seniors. However, the placement and follow-up component has been without a director during the spring and much of the thrust of the component has been lost due to the failure of the project to hire a replacement.

2. Objectives and Analysis. The objectives for the placement and follow-up component will be stated with an analysis of how well each objective was met by the project.

### Objective 1.

to provide information for all students as to where they can

find jobs, both part-time and full-time, and to provide aid to these students in securing these jobs.

This objective was partially met by the project staff. Support for this was secured during interviews of seniors who had participated. Other school personnel indicated the placement had been useful to students while in operation. Furthermore, Table 43, Personnel Served by Placement and Follow-up During Project Year by Position, and Table 44, Personnel Served by Placement and Follow-up (Percentage Comparisons), August, 1974 through May, 1975, show that the largest group served was students representing 80 percent of the totals. Other groups with percentage in order of percentage were:

- . Business/Industry Personnel, 12 percent
- . Certified Support Personnel, two percent.

Objective 2.

- . to design an information system to aid the placement office to determine which job will fit each student by utilizing employee and employer information.

The objective was partially met by project staff. Over 1,000 businesses and industries were contacted by the project staff in collecting data concerning the placement needs for personnel in Grayson County during the first year of the project. This data bank was updated and added to during the first half of the current year. Further evidence is shown in Tables 43 and 44, personnel served with percentage, where work with business and industry personnel represent 12 percent of the total contacts of the placement and follow-up director

TABLE 43

PERSONNEL SERVED BY PLACEMENT AND FOLLOW-UP  
DURING PROJECT YEAR BY POSITION

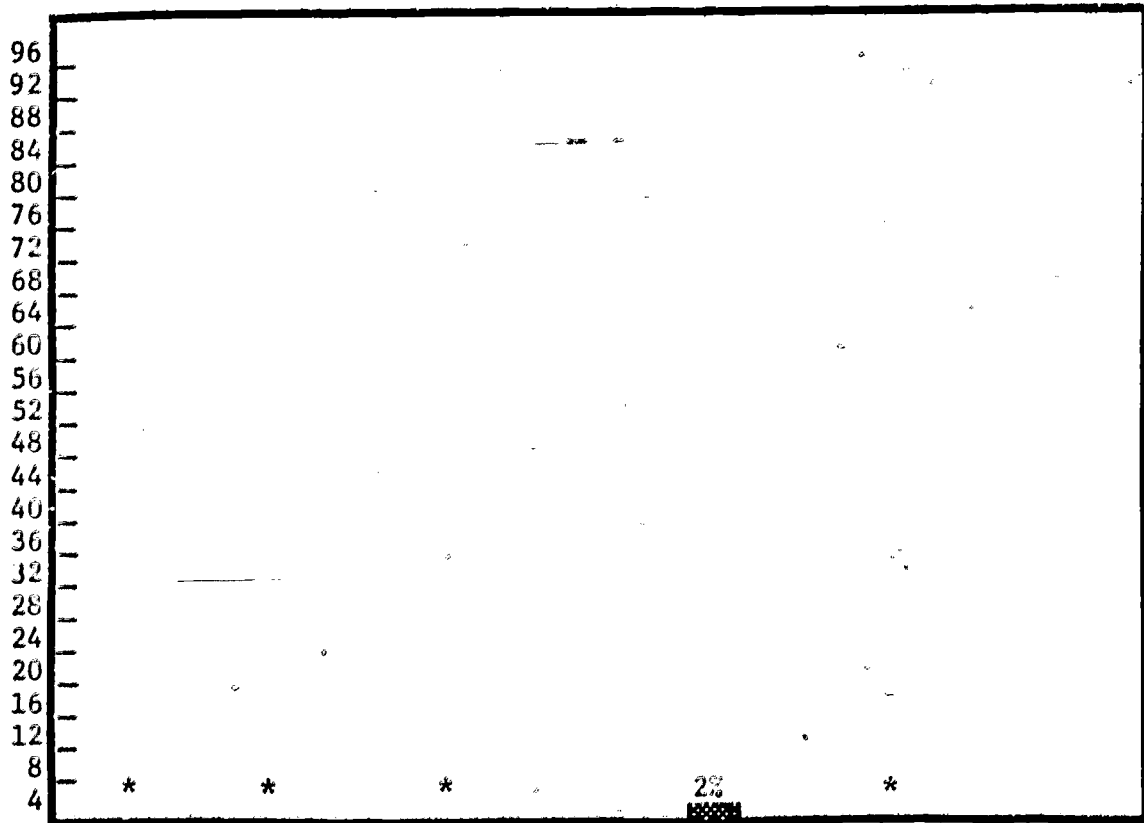
POSITION	Total
Teachers	5
Aides	0
Administrators	13
Cert. Support Personnel	19
Volunteers/Parents	0
Students	573
ESC/TEA	0
Business/Industry Personnel	90
TEC/Chamber of Commerce	20
Other	0



TABLE 44

PERSONNEL SERVED BY PLACEMENT AND FOLLOW-UP  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



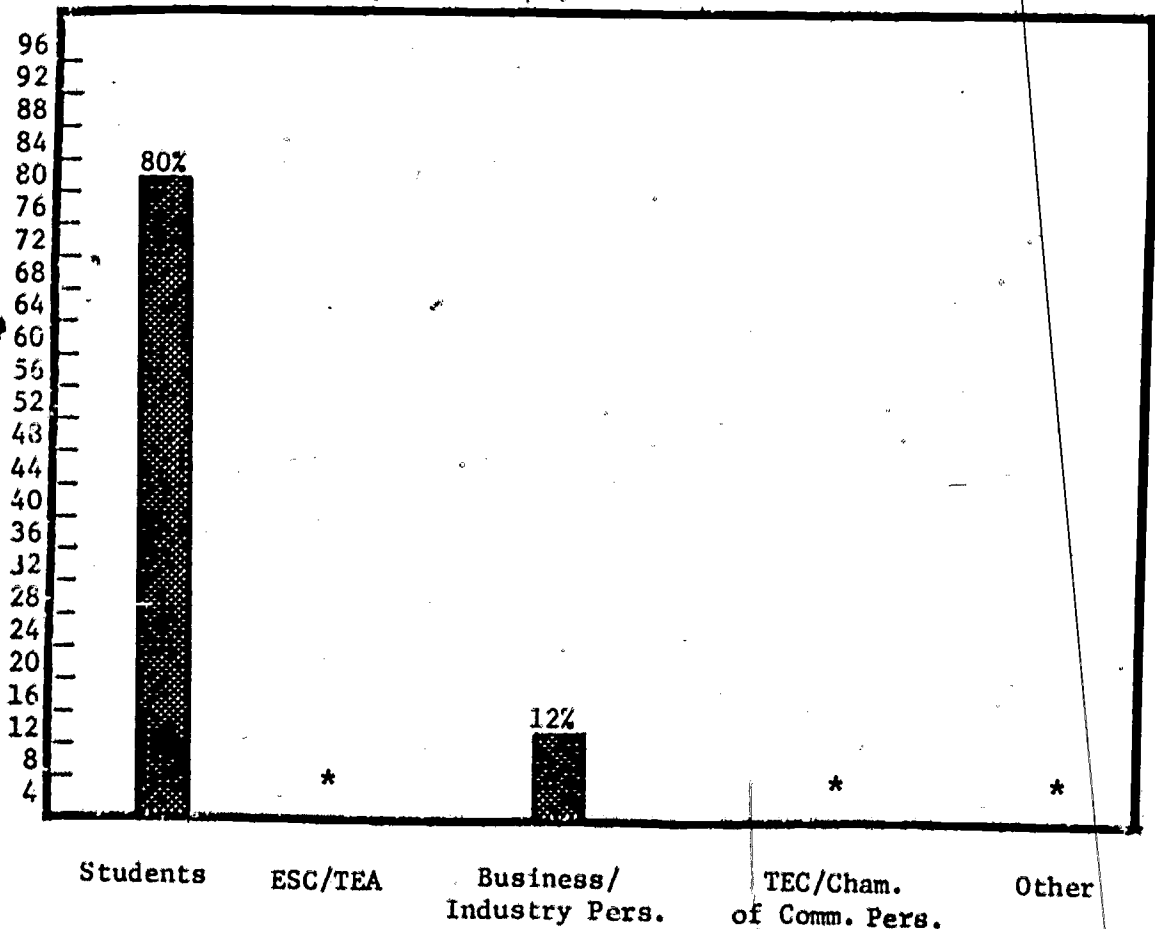
Teachers      Aides      Adm./  
Central Office      Certified Support Personnel      Volunteers/  
Parents

\*Less than 2 percent

TABLE 44 (CONTINUED)

PERSONNEL SERVED BY PLACEMENT AND FOLLOW-UP  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



\*Less than 2 percent

Objective 3.

- to upgrade and improve the instructional program of career education in Grayson County.

This objective was partially met. The documentation presented by other components supports this objective. This is an overall project objective and not specifically a placement and follow-up objective.

Additional documentation to support the success of the placement and follow-up component in meeting objective three is found in Table 45 Number of Times Targeted Activity was Performed in Placement and Follow-up, and Table 46, Consulting Activities for Placement and Follow-up (Percentage Comparisons), August, 1974 through May, 1975. These tables show the activities with percentage ranked by percentage are:

- Visiting/Surveying Business and Industry, 27 percent
- Speaking: Public School, 18 percent
- Group Guidance Sessions, 13 percent
- Securing/Assisting Resource Speakers, eight percent
- Administrative/Support Personnel Conferences about Career Education, six percent
- Region and State Conferences, six percent
- Demonstration/Unit Teaching, three percent
- Speaking: Community Group, three percent
- Arranging/Conducting Field Trips, three percent
- Supplying Teaching Aids, three percent.

The diversity of activities indicates the involvement of the placement and follow-up director in the overall coordinated effort for career education during the first semester.

TABLE 45

NUMBER OF TIMES TARGETED ACTIVITY WAS PERFORMED  
IN PLACEMENT AND FOLLOW-UP

TARGETED ACTIVITIES	Total
Arranging/Conducting Field Trips	2
Supplying Teaching Aids	2
Securing/Assisting Resource Speakers	5
Teacher Conferences about C/E	1
Adm/Support Personnel Conferences about C/E	4
Arranging/Conducting Assembly Programs	1
Visiting/Surveying Business and Industry	16
Speaker: Public School	11
Speaker: Business/Parent or Community Group	2
Demonstration/Unit Teaching	2
Administering/Interpreting Tests	2
Group Guidance Sessions	8
Regional/State Conferences	4
Other	0

PERCENT

TABLE 46  
CONSULTING ACTIVITIES FOR PLACEMENT AND FOLLOW-UP  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

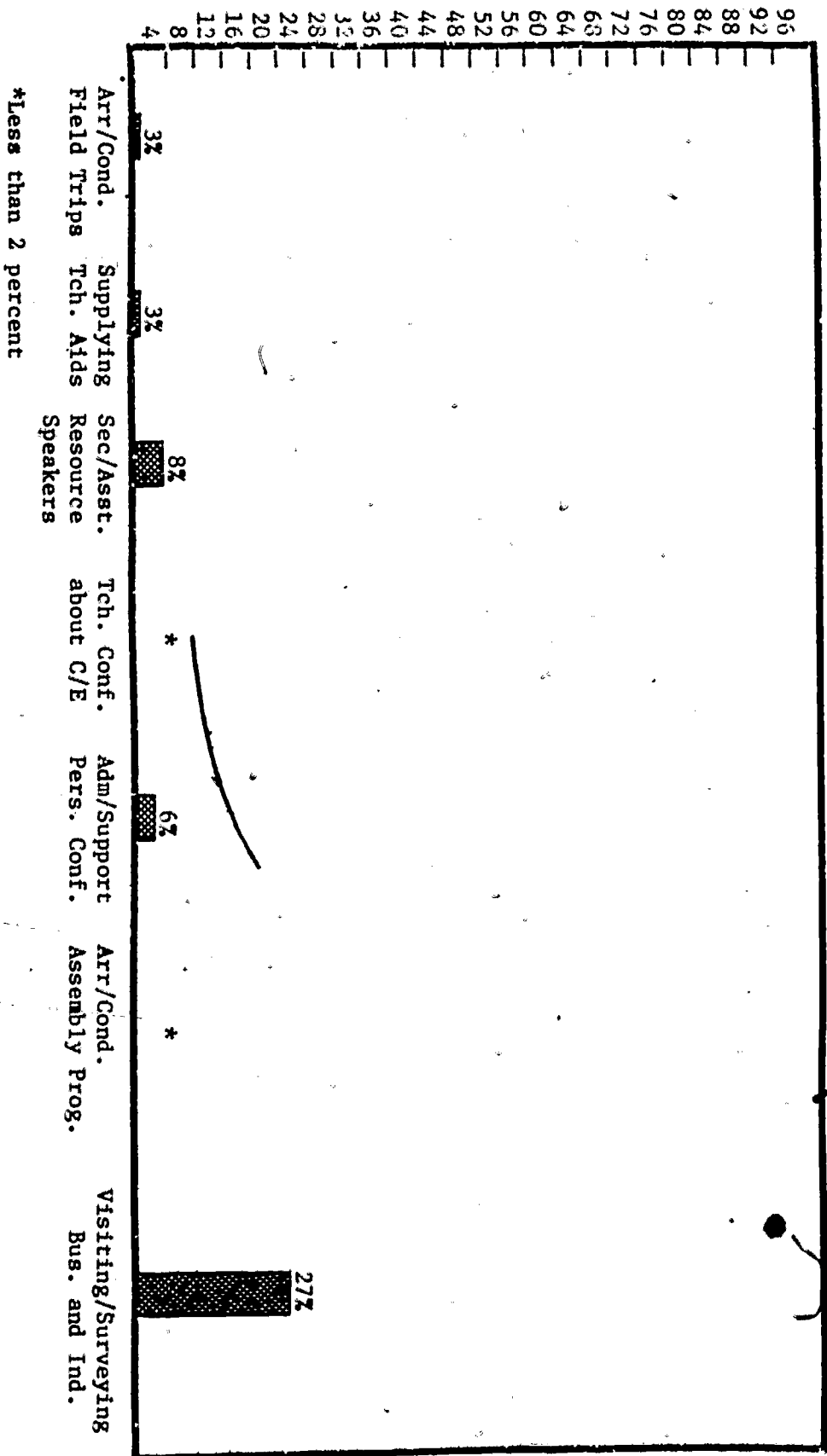
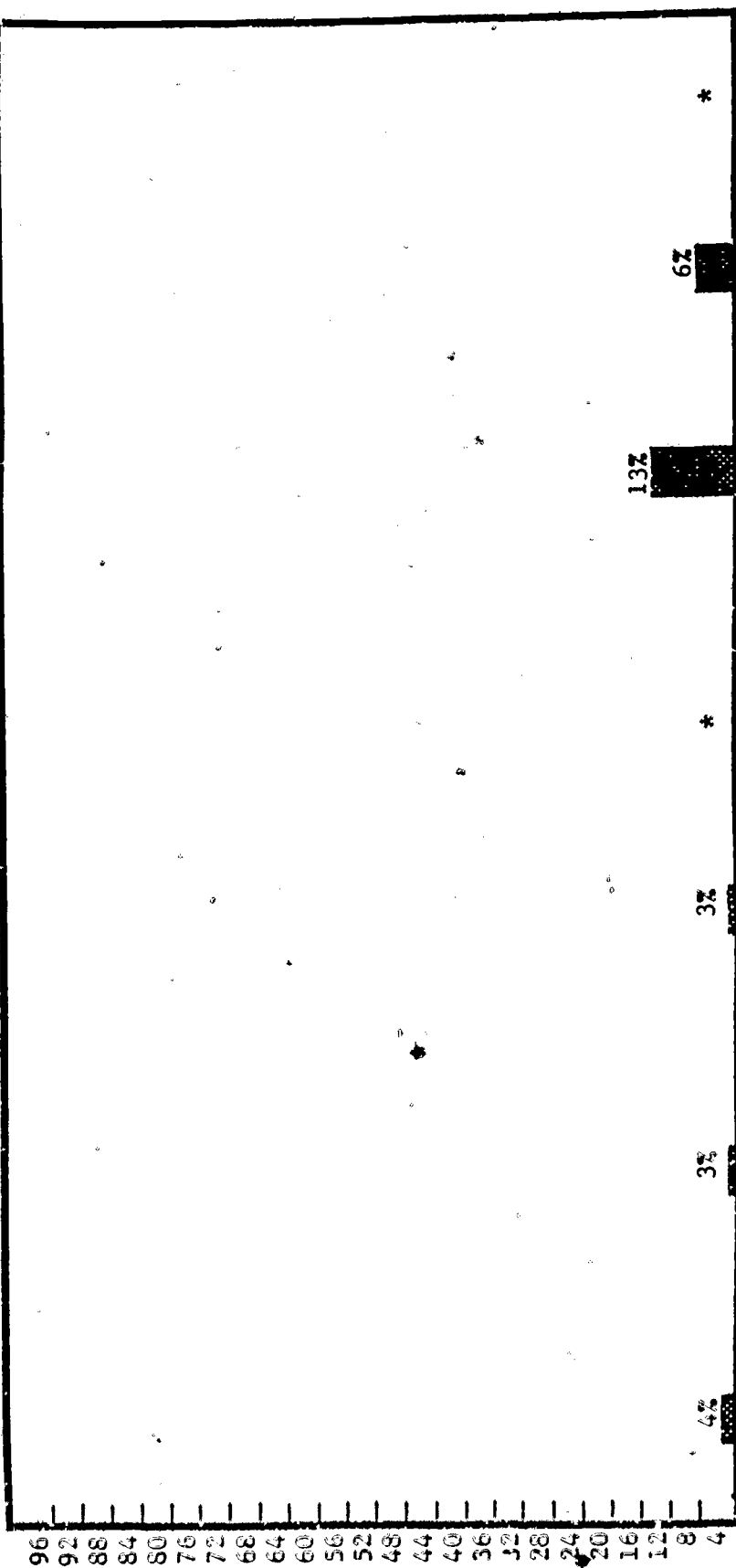


TABLE 46 (CONTINUED)  
CONSULTING ACTIVITIES FOR PLACEMENT AND FOLLOW-UP  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975

PERCENT



\*Less than 2 percent

Objective 4.

- to provide employment aid to out-of-school youth and adults who are enrolled in occupational programs.

This objective was partially met since most of the current year's efforts were directed to in-school youth.

Objective 5.

- to follow up on every student who graduates or drops out of school before graduation for five years from the date of determination to see what occupation the student pursues.

This objective was partially met by the project staff. Exit information from seniors was obtained during the spring, 1974. This information was computerized for storage and future use. The follow-up information sheet was sent during the fall of 1974, to collect occupational information. However, nothing has been done with the information since the placement and follow-up person has resigned.

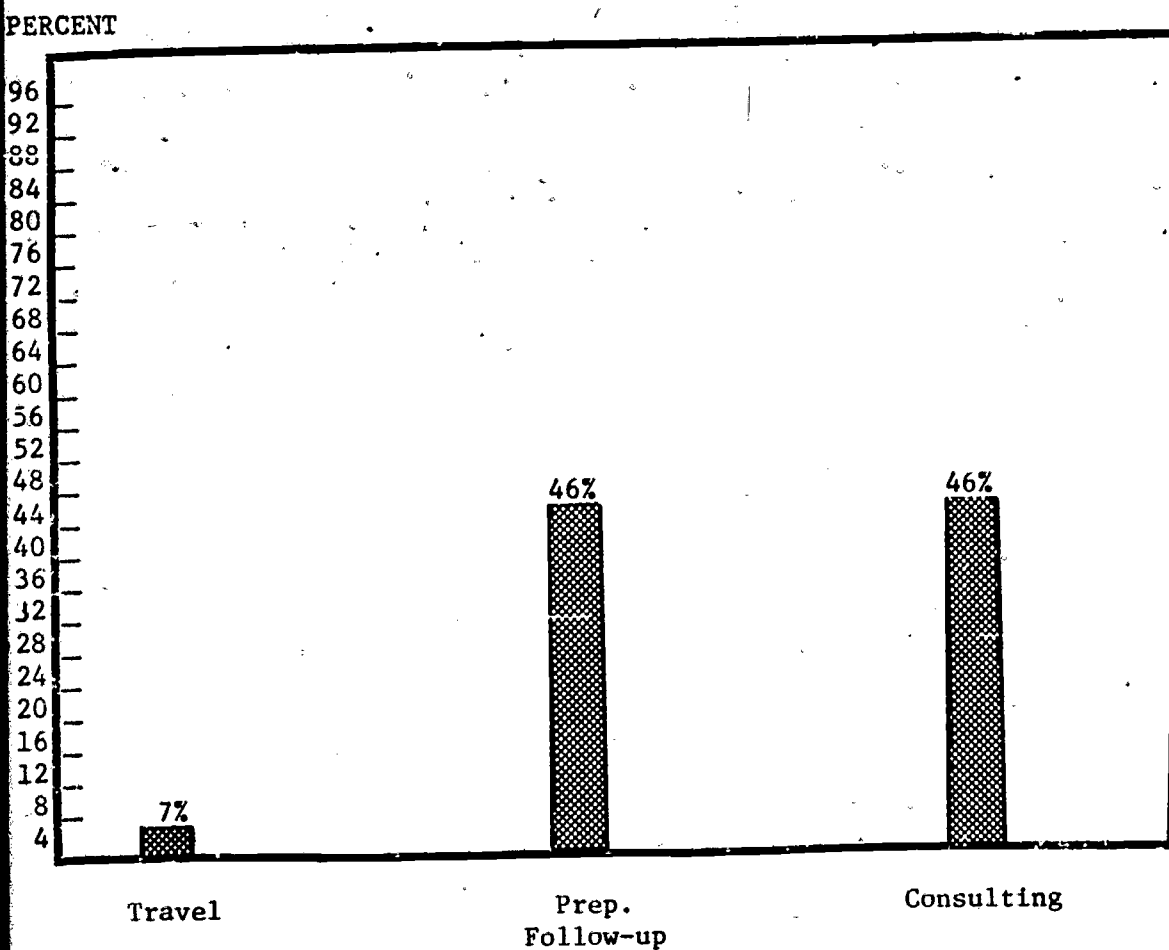
Tabel 47, Project Activity Man-Hour Analysis for Placement and Follow-up (Percentage Comparisons), August, 1974 through May, 1975, shows the man hours by percentage devoted to the placement and follow-up component in three categories. These were:

- Consulting, 46 percent
- Preparation and Follow-up, 46 percent
- Travel, seven percent.

3. Conclusions and Recommendations. The placement and follow-up component partially met its objectives. Due to the resignation of the placement and follow-up director, activities came to a halt after the fall semester. The component has not made progress due to the failure of the project to replace the placement and follow-up director.

TABLE 47

PROJECT ACTIVITY MAN-HOUR ANALYSIS  
FOR PLACEMENT AND FOLLOW-UP  
(PERCENTAGE COMPARISONS)  
AUGUST, 1974 THROUGH MAY, 1975





## CONCLUSIONS AND RECOMMENDATIONS

The overall strengths of the project were:

- . feeling by superintendents that the project helped to increase average daily attendance in their schools
- . coordinated effort for career education in Grayson County was continued by 16 professionals with six components
- . improved communications between project and schools
- . provided career education services and information to a wide range of personnel throughout Grayson County which included 20,283 contacts by project staff
- . success of the county model for career education provides a demonstration for replications especially in investigation, exploration, and group guidance
- . special commendation should be given the project for the teaching aids and materials for career education provided the teachers in Grayson County
- . inservice training conducted by Dr. Bob Smith
- . development of an excellent staff with a wide range of background experiences which add multidimensions to the project especially in the awareness and exploration components
- . development of instructional programs for students in occupational investigation and exploration
- . improved communication among staff members
- . providing test administration and interpretation through the intensive group guidance, awareness, investigation, and exploration components.

The major weaknesses were:

- project provided inservice training for teachers within the local schools but failed to coordinate efforts with other agencies
- failure of the project to replace the placement and follow-up director which led to no activities in the component during the last half of the project year
- expressed feeling of project staff that most building level administrators tolerated the program as long as the project staff did not get in the way or cause any changes.

Recommendations for overall project improvement include:

- intensive inservice training for teachers in participating schools to develop understanding of career education to be conducted by the project staff
- further development of the Management Information System to provide better feedback for project management
- continued articulation of each component with each project member aware of each component and how each supports the total coordinated effort for career education
- develop better methods for dissemination of project activities to the community. Communication to participating schools has greatly improved but community is still mostly unaware of project
- develop inservice capabilities of project staff for use with local school districts. Outside inservice conducted by other agencies does not develop the expertise to support the project
- develop an intensive public relation campaign with each project staff member as a member of the campaign. This campaign needs to

be directed toward the community where few people understand or have any knowledge of the project.

Overall special commendation should be extended to Grayson County College, Grayson County Public Schools, and the project staff for the intensive efforts to install a massive project with six components involving the diverse interests, backgrounds, and motives of the populations to be served. The project is near the fully attained level except in the placement and follow-up component. When superintendents feel that the project activities contribute to an increase in attendance then the project has achieved desired goals and objectives.